VISIT…

LANZAROTE Caliente.COM

Voyager Passport™ F

Teacher's Edition

PART B

Voyager

Passport™ F

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Voyager Passport™ F

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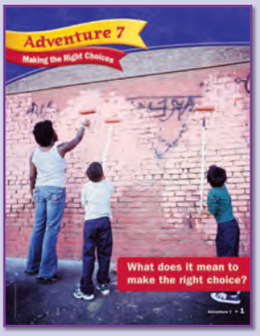

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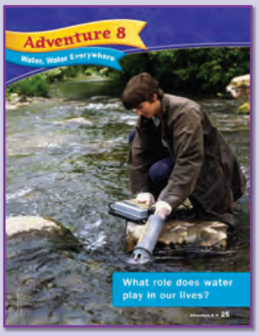

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Adventure 7

Making the Right Choices

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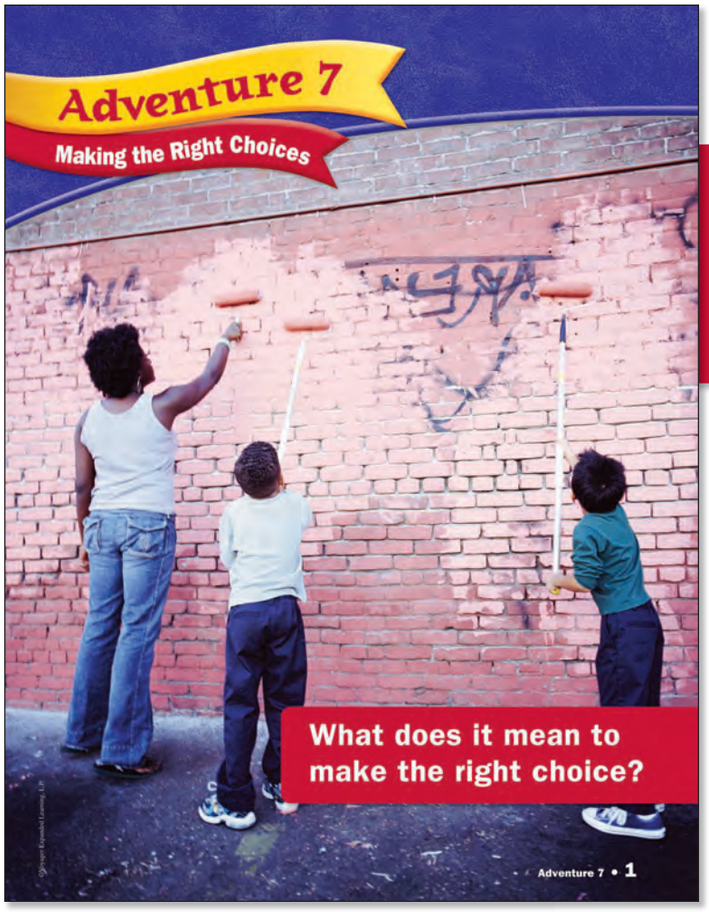


Adventure Starter

Building Background Knowledge

This Adventure is titled *Making the Right Choices*. Americans have a unique place in the world because of our Bill of Rights. This unique document, written by our Founding Fathers, gives us all the right to "life, liberty, and the pursuit of happiness." However, the right to choose one's life path often carries with it responsibility to ourselves and to others.

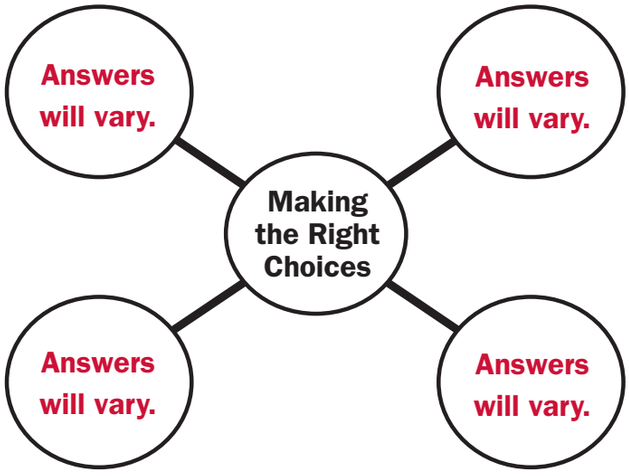
Probing Question

What does it mean to make the right choice?

Draw the graphic organizer on the board. Write *Making the Right Choices* in the middle.

In this Adventure we'll explore the idea of choice. Ask the probing question: **What does it mean to make the right choice?** Allow for responses. **What choices did you make today before you came to school? What better choices will you make tomorrow?**

Guide students in completing the graphic organizer.



Social Studies Connection: The Effects of Personal Choice

Word Works

5 min.

2-MINUTE WARM-UP

Words with *oa*

Write the letters *oa*. **These letters make the /ō/ sound. What is this sound?** (/ō/) Write the words *boat, float, soak,* and *coal* on the board. Read the words aloud, pointing to each word. **Now, it's your turn.** Have students read the words. **Let's name more words with the vowel combination *oa*.** Write their suggestions on the board. Have students read the list of words in a way that sounds like natural speech to build fluency.

SCIENCE CONNECTION

Tell students that world-changing inventions started out as experiments. Give the Wright Brothers' experiments as an example. If possible, show them pictures of earlier airplane models the Wright Brothers used in experiments. Have students think of other world-changing inventions that began as experiments and write them.

ENGLISH LANGUAGE LEARNERS

Have students choral read sentences from the passage to emphasize proper pronunciation, intonation, and prosody to English Language Learners.

Advanced Word Study (5 min.)

Prefix: *pre-*

Write the word part *pre-* on the board. Point to *pre-*. **First, read the word part.** (pre-)

***Pre-* at the start of a word means that something is done before something else.** Write *pretest.* **What is the first part the word?** (pre-) **What is the second part?** (test) **What is the word?** (pretest) ***Pretest* means "a test before." *We had a pretest on amphibians.* This means our teacher gave us a test to see what we already knew about amphibians before we learned about them in class.**

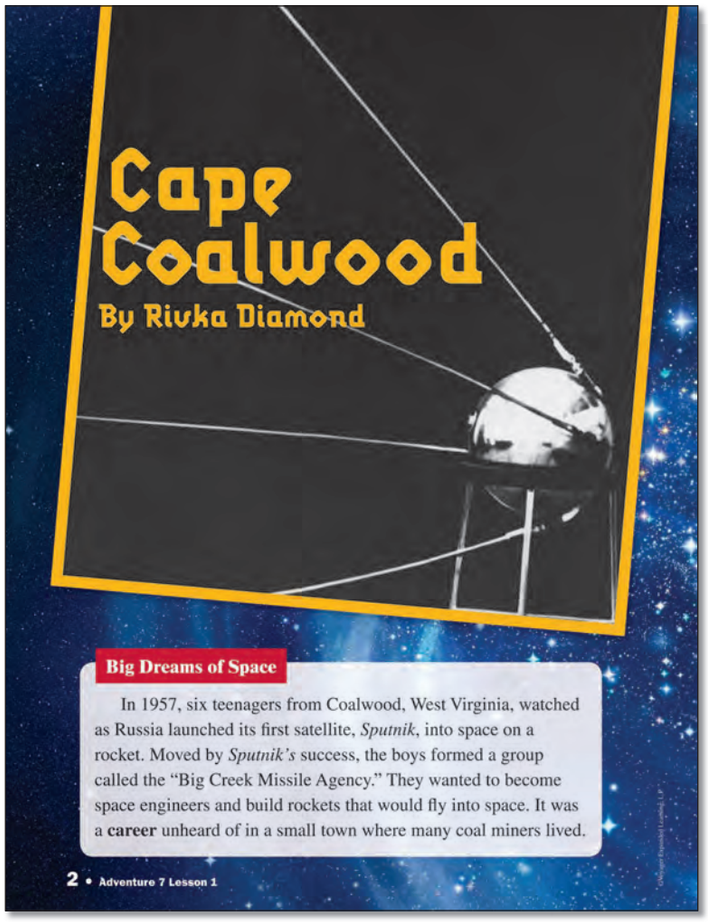
Repeat with the words *preset, preflight,* and *precaution*.

Have students read the list of words in a way that sounds like natural speech to build fluency.

RETEACH Put the word parts *pre-* and *test* on separate letter cards. Display *test* taped to the board. Discuss the meaning of *test* with students. Put the word part *pre-* before *test*. Discuss how *pre-* changes the meaning of *test.* Provide letter cards for other *pre-* words. Have students put letter cards together and tell you the meanings of the words they have formed.

Read to Understand

25 min.



Cape Coalwood

By Rivka Diamond

Big Dreams of Space

In 1957, six teenagers from Coalwood, West Virginia, watched as Russia launched its first satellite, *Sputnik*, into space on a rocket. Moved by *Sputnik's* success, the boys formed a group called the "Big Creek Missile Agency." They wanted to become space engineers and build rockets that would fly into space. It was a **career** unheard of in a small town where many coal miners lived.

2 • Adventure 7 Lesson 1

Before Reading (5 min.)

Text Connections; Previewing Text

Before the 1950s, we didn't know much about outer space. Exploring space was new and exciting—it was something people dreamed about. The United States and Russia were working on building missiles that could fly in space. Russia sent the first one up in 1957—it was called *Sputnik*. It was slightly bigger than a basketball. People had never been able to launch anything into space before!

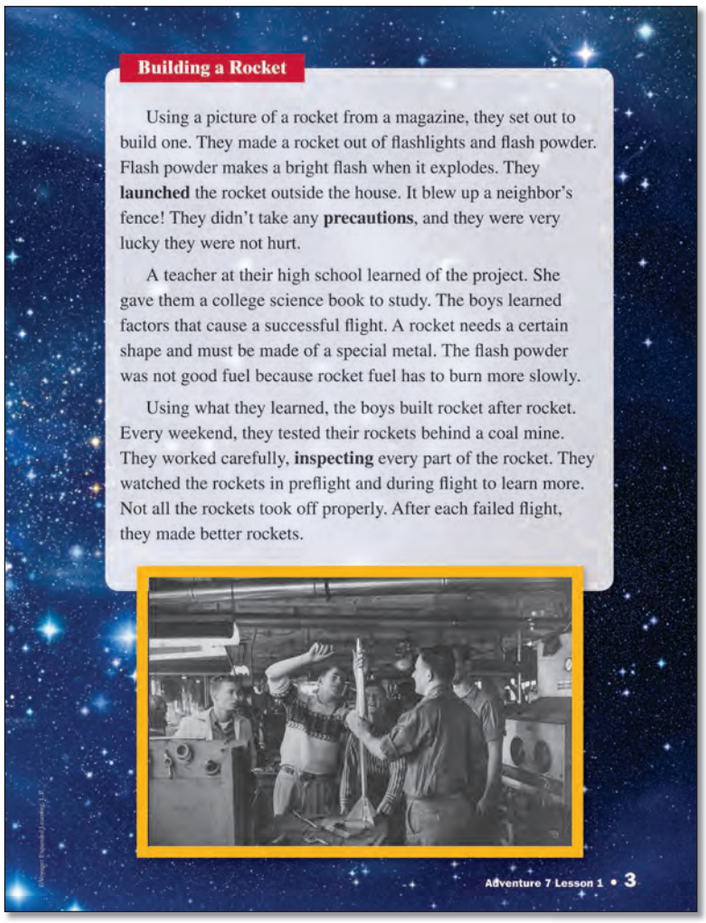
Turn to page 2 of your Student Book. Look at the pictures and headings of the passage. What do you think this passage is about? Allow for responses. (Answers will vary.)

Vocabulary Introduction

Write the sentences below on the board. Underline the vocabulary word in each sentence. **Let's look for context clues in each sentence. What words help you guess the meaning of each vocabulary word? What do you think the word means?** Circle words students identify. Then read the definitions. **Do the definitions match your guesses?**

Vocabulary

career	a job or profession that a person follows throughout his or her life **A *career* in medicine is perfect for me because I'm good in science.**
launched	sent forcefully upward **The firefighters in our town *launched* the Fourth of July fireworks.**
precautions	steps taken to avoid danger or accidents **Wearing a helmet and kneepads are important safety *precautions* while riding a bike.**
inspecting	looking over carefully **The doctor will be *inspecting* the wound to see if it was serious.**



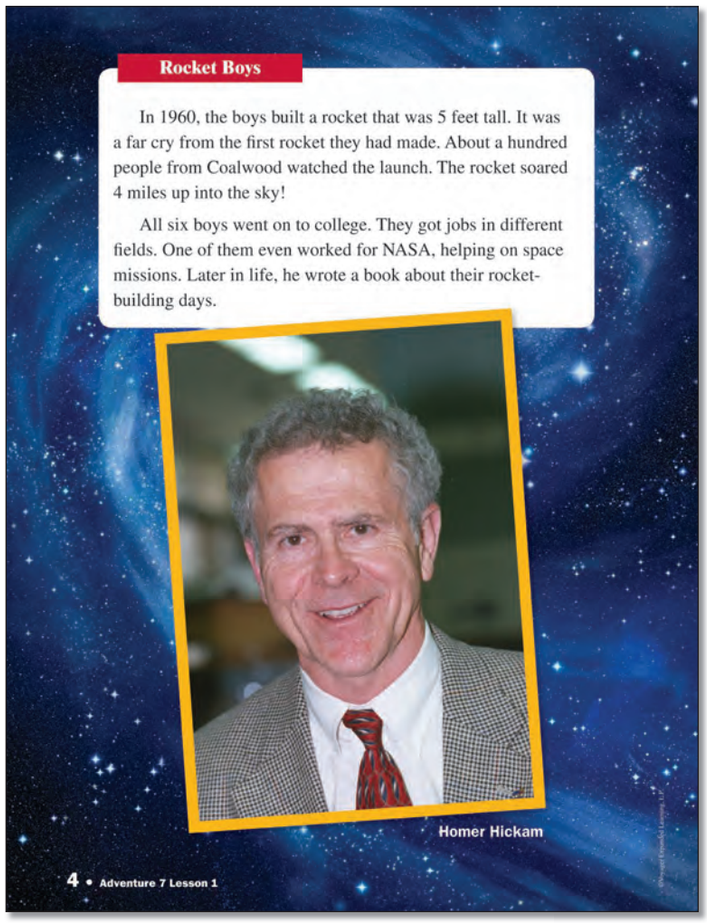
Building a Rocket

Using a picture of a rocket from a magazine, they set out to build one. They made a rocket out of flashlights and flash powder. Flash powder makes a bright flash when it explodes. They **launched** the rocket outside the house. It blew up a neighbor's fence! They didn't take any **precautions**, and they were very lucky they were not hurt.

A teacher at their high school learned of the project. She gave them a college science book to study. The boys learned factors that cause a successful flight. A rocket needs a certain shape and must be made of a special metal. The flash powder was not good fuel because rocket fuel has to burn more slowly.

Using what they learned, the boys built rocket after rocket. Every weekend, they tested their rockets behind a coal mine. They worked carefully, **inspecting** every part of the rocket. They watched the rockets in preflight and during flight to learn more. Not all the rockets took off properly. After each failed flight, they made better rockets.

Adventure 7 Lesson 1 • 3



Rocket Boys

In 1960, the boys built a rocket that was 5 feet tall. It was a far cry from the first rocket they had made. About a hundred people from Coalwood watched the launch. The rocket soared 4 miles up into the sky!

All six boys went on to college. They got jobs in different fields. One of them even worked for NASA, helping on space missions. Later in life, he wrote a book about their rocket-building days.

Homer Hickam

4 • Adventure 7 Lesson 1

During Reading (15 min.)

Vocabulary: Context Clues

Let's read about some intelligent teenagers who dreamed about space. Here are some words that you will see in the passage. Recognizing them will help you read. Write *Russia* on the board. Point to the word, say it, and have students repeat after you. Repeat with *Sputnik* and *West Virginia*. Choral read the passage with students.

When you see words you don't know, use the words around them in the sentence to get clues to the meaning. Draw a chart similar to the one pictured. **If I didn't know the word *career* I could add it to the first column. Then I could look at the context to discover the meaning. I could write the clues that helped me in the second column. Then I could write the meaning in the third column.** Use the word *career* as an example to fill out the chart. (Unknown Word: *career,* Context Clues: wanted to become space engineers, Meaning: a job that a person follows as a life's work)

Unknown Word	Context Clues	Meaning
career	wanted to become space engineers	a job that a person follows as a life's work

FLUENCY Have partners take turns being the checker and reader. The checker listens as the reader reads a paragraph aloud and marks the words read incorrectly.

RETEACH Have students take turns reading sentences with their partners in a way that sounds like natural speech.

After Reading (5 min.)

Checking for Understanding

Assess student understanding by asking the following questions:

- **What precautions did the boys take while doing rocket experiments?** *Knowledge* (They inspected the rockets before launching them; they launched the rockets in a place far away from people.)
- **What career was common in the town of Coalwood?** *Knowledge* (coal mining)
- **What qualities did the boys have that made them successful?** *Application* (Possible answers: They worked hard and did not let failure stop them. They read a lot before making rockets.)

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books. Provide the following instructions for students:

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then, tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Creative Writing

Have students pretend that they were one of the six teenagers who built the rockets. Have them write a letter to a student interested in building his or her own rocket. What are the steps? What precautions should be taken? What should the student do differently than the boys?

Word Works

5 min.

2-MINUTE WARM-UP

Sight Words

Write the word *raised* on the board. **Some letters in this word may not make the sounds you know. I'll read this word. This word is *raised*. What is this word?** (raised)

Let's read the word again. (raised)

Let's spell the word. (r-a-i-s-e-d)

Repeat with *solve*, *metal*, *result*, *outside*, *represent*, *factors*, and *instrument*.

Have students read the list of words in a way that sounds like natural speech to build fluency.

TEACHER TIPS

Ask students to write one new thing they learned during the lesson and have them give it to you at the end of the class.

SOCIAL STUDIES CONNECTION

Tell students that the boys won medals in the National Science Fair in 1960. Have students write a reason why they think the boys' experiment was significant to people across the country.

Advanced Word Study (5 min.)

Review Prefix: *pre-*

Write the word *prejudge*. **What is the first part of the word?** (pre-) **What is the second part of the word?** (judge) **What is the word?** (prejudge)

***Prejudge* means "to judge before." I heard that my teacher was mean, so I *prejudged* her, but she was really very nice. *Pre-* is an open syllable because the *e* says its name.**

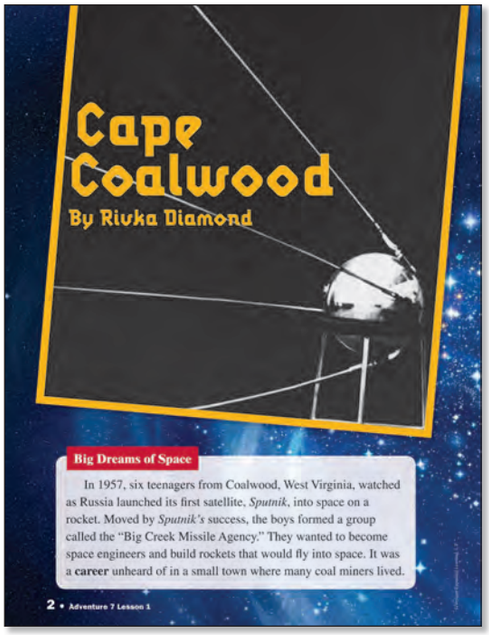
Repeat with the following words: *preplan*, *preview*, *preread*, and *preheat*.

Have students read the list of words in a way that sounds like natural speech to build fluency.

RETEACH Break down the word *prejudge* by writing it down as an equation. Write *pre* + *judge* = *prejudge*. Have students write similar equations with the words *preplan*, *preview*, *preread*, and *preheat*.

Read to Understand

25 min.



Cape Coalwood

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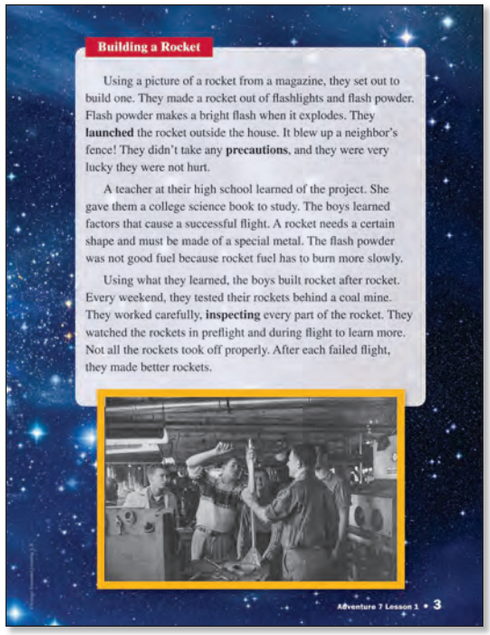

Building a Rocket

Using a picture of a rocket from a magazine, they set out to build one. They made a rocket out of flashlights and flash powder. Flash powder makes a bright flash when it explodes. They **launched** the rocket outside the house. It blew up a neighbor's fence! They didn't take any **precautions**, and they were very lucky they were not hurt.

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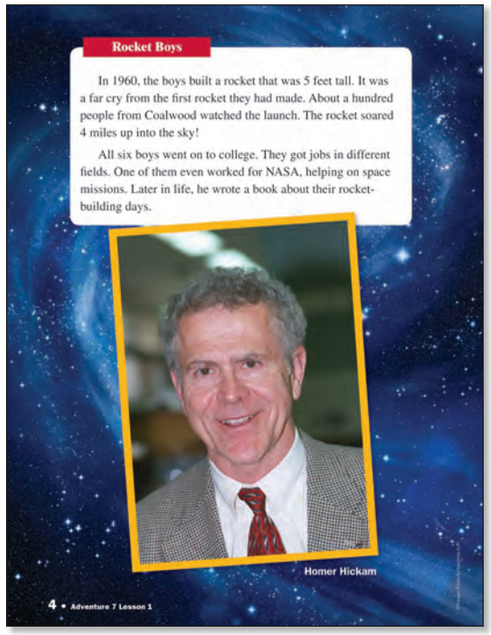
Using what they learned, the boys built rocket after rocket. Every weekend, they tested their rockets behind a coal mine. They worked carefully, **inspecting** every part of the rocket. They watched the rockets in preflight and during flight to learn more. Not all the rockets took off properly. After each failed flight, they made better rockets.

Adventure 7 Lesson 1 • 3



Rocket Boys

In 1960, the boys built a rocket that was 5 feet tall. It was a far cry from the first rocket they had made. About a hundred people from Coalwood watched the launch. The rocket soared 4 miles up into the sky!

All six boys went on to college. They got jobs in different fields. One of them even worked for NASA, helping on space missions. Later in life, he wrote a book about their rocket-building days.

Homer Hickam

4 • Adventure 7 Lesson 1

Before Reading (10 min.)

Activating Prior Knowledge

In the passage on page 2, we read a story called "Cape Coalwood." It was about six teenagers who dreamed about exploring space. What did they do that was amazing? (They built and launched rockets.) **The boys went on to become successful engineers and writers. What about the boys was special?** (Possible answer: They didn't give up and they worked hard to achieve their mission.) **Let's read the passage again.**

Vocabulary Review

Write the list of vocabulary words on the board and review their definitions. Have student write the words in their vocabulary logs.

Turn to page 5 in your Student Book. Work with students to complete the page.

Vocabulary

career	a job or profession that a person follows throughout his or her life **What kind of *career* do you want to have?**
launched	sent forcefully upward **What time will the next rocket be *launched*?**
precautions	steps taken to avoid danger or accidents **Always put on sunscreen and drink water as *precautions* on a hot day.**
inspecting	looking over carefully **My mom will be *inspecting* my bedroom after I clean it.**

Vocabulary Practice

Complete the chart below using the context clues found in the passage "Cape Coalwood." The first one has been done for you.

Vocabulary Word	Context Clues	Meaning
career	wanted to become space engineers, unheard of in a small town where many coal miners lived	a job that a person follows as a life's work
launched	Flash powder makes a bright flash when it explodes. They launched the rocket outside the house. It blew up a neighbor's fence!	to send forcefully upward
precautions	They didn't take any precautions, and it was very lucky they were not hurt.	a step taken to avoid danger or accidents
inspecting	inspecting every part of the rocket carefully	looking over carefully

Adventure 7 Lesson 2 • 5

During Reading (10 min.)

Main Idea

Sometimes, in a passage, one sentence tells the main idea of the passage. It is often the first sentence in the passage, but sometimes it is at the end. When you read, look for a sentence that contains the main idea of the passage. Mark that sentence with a pencil.

If you see any words you don't know, remember to use the words around it to figure out what it means. If you cannot figure it out, circle it and we will work together on it after we finish reading.

Remind students that the main idea is what the passage is mostly about. Each paragraph has a main idea, and the passage has an overall main idea. Have students look for the main idea of each paragraph first, then look for the main idea of the whole passage.

FLUENCY Have students read quietly with partners, paying attention to rate and accuracy. Have them stop after each paragraph to summarize what happened in that paragraph. If they hit a word that is difficult to read, have them practice the word until it sounds natural. Then have them reread the sentence with the word in it until that sounds natural as well.

ELL ENGLISH LANGUAGE LEARNERS

Allow students to use visual cues such as pictures and headings to help them identify the main idea.

After Reading (5 min.)

Self-Monitoring: Using Context Clues

Have students offer any words they circled while reading. Work with students to look for context clues to determine the meaning of the words. Assess students' understanding by asking the following questions:

- **Why is it important that the Rocket Boys inspected their work carefully?** *Analysis* (It was a dangerous experiment and they could have seriously hurt themselves or others.)
- **What might have happened if the Rocket Boys had been discouraged from their experiment?** *Synthesis* (They might not have had the courage to keep building rockets and learning about science.)
- **What kinds of jobs do you think the other Rocket Boys had later in life?** *Analysis* (Possible answers: scientists, stunt men)

Have students turn to page 2 of their Student Books. **Read the paragraph with your partner and underline the main idea.**

RETEACH Use Reteach Blackline Master page 37 for additonal support with main idea.

15 min.

Extra Practice

FLUENCY PRACTICE

Timed Reading

Materials: Fluency Books

Distribute the Fluency Books. Provide the following instructions for students:

1. **Quickly read the story to yourself and make sure you know all the words.**
2. **Tell your partner to start the timer and call "time" after 1 minute.**
3. **Read carefully and stop when your partner calls "time." Mark the place where you stopped.**
4. **Count the number of words you read.**
5. **In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.**
6. **Switch roles with your partner.**

WRITING IN RESPONSE TO READING

Informative Writing

Have students write the things they think the boys may have learned by doing their experiment.

Word Works

5 min.

2-MINUTE WARM-UP

Words with *er*

Write the letter combination *er* on the board. **These letters make the sound /ər/ as in *fern*. What sound do these letters make?** (/ər/ as in *fern*) Write *servant, butter, ever, nerves,* and *glitter* on the board. Read the words with students.

Write *Kaveri* on the board. **This story is about a girl named *Kaveri*. Let's say her name together.** (Kā vər ē)

ASSESSMENT

Have each student keep a list of words they can read fluently, including vocabulary words and sight words. Allow students to display their word lists and add to them when they learn new words.

SOCIAL STUDIES CONNECTION

Put students into small groups. Then, have them list as many musical instruments as they can. When they are finished, list the different sections of an orchestra: woodwinds, brass, percussion, and strings. Have them add their instruments to the correct sections.

Advanced Word Study (5 min.)

Antonyms

Remember that when two words have the same meaning, they are synonyms. When two words have the opposite meaning, they are antonyms.

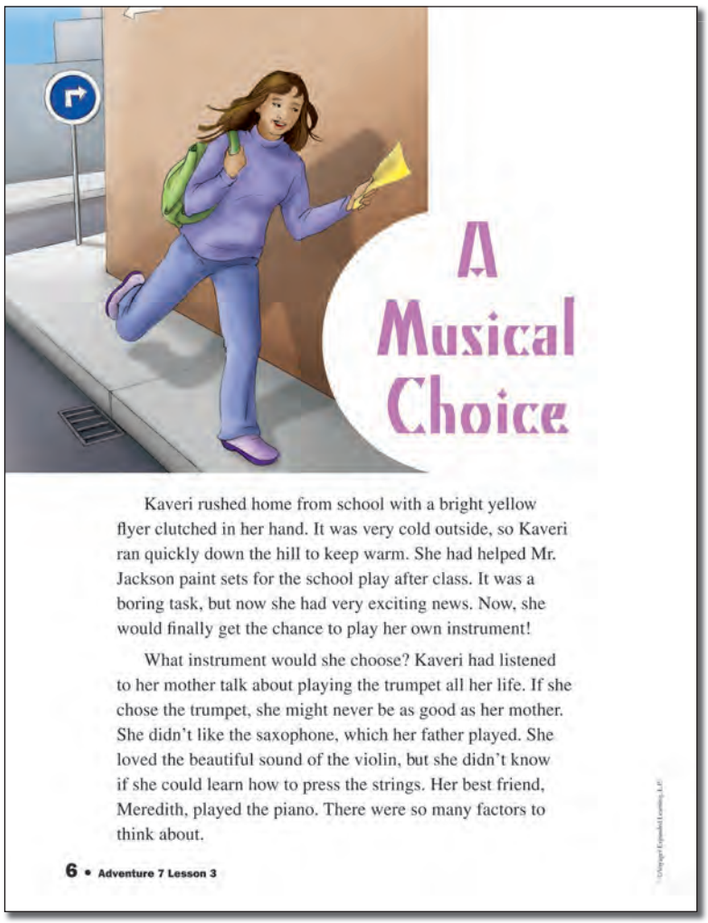
Write the word *black* on the board. **What is this word?** (black) **What is the antonym of black?** (white)

Repeat with the word pairs: *young/old*, *hot/cold*, and *boring/exciting*.

RETEACH Write word pairs on differently colored index cards. Include word pairs: *soft/hard*, *rough/smooth*, *on/off*, *near/far*, *light/dark*. Have students arrange the word pairs together to make a pair of antonyms.

Read to Understand

25 min.



A Musical Choice

Kaveri rushed home from school with a bright yellow flyer clutched in her hand. It was very cold outside, so Kaveri ran quickly down the hill to keep warm. She had helped Mr. Jackson paint sets for the school play after class. It was a boring task, but now she had very exciting news. Now, she would finally get the chance to play her own instrument!

What instrument would she choose? Kaveri had listened to her mother talk about playing the trumpet all her life. If she chose the trumpet, she might never be as good as her mother. She didn't like the saxophone, which her father played. She loved the beautiful sound of the violin, but she didn't know if she could learn how to press the strings. Her best friend, Meredith, played the piano. There were so many factors to think about.

6 • Adventure 7 Lesson 3

Before Reading (5 min.)

Previewing Text

Have students preview the text by looking at the pictures and skimming the passage on page 6 in the Student Book. Call their attention to the elements of narrative text (drawings rather than photos and dialogue). **What do you think this story will be about?** Write their predictions on the board.

Vocabulary Introduction

Draw the following chart on the board.

Let's learn some new words before we read the story. I will read the following sentences with the word in it. Listen for context clues and word parts. Read each sentence. **Did you hear any context clues in the sentence?** Record student responses in the Context section of the organizer. **Do you recognize any parts of the word?** Record student responses in the Parts of a Word section. Have one student look up a word in the dictionary and choose the correct meaning. Write the meaning in the Resource section.

Word:		
Context	**Parts of a Word**	**Resource: dictionary**

Vocabulary

bounded	leapt forward **The happy, running dog *bounded* toward Phil.**
decision	the act or result of making a choice **You must make a *decision* about which sport you want to play.**
responsibility	something that involves important duties **Liza's *responsibility* is taking care of the plants in the classroom.**
orchestra	a large group of musicians who play together on different instruments **There are six people who play violin in our city's *orchestra.***

Kaveri pushed the front door open and **bounded** inside.

"Mom! I have fantastic news! I can join the school band if I want to," Kaveri said as she handed the flyer to her mother.

"Oh, Kaveri!" Mom responded, raising her eyebrows. "This is a hard **decision** to make. It is a lot of **responsibility** to join a band, and it won't be easy at all."

"I'm prepared for it, but I just don't know which instrument to choose," Kaveri said.

"I remember how you loved seeing the **orchestra** play," replied Kaveri's mother. "You could play the violin or the flute."

"I might play the trumpet, like you, or maybe I'll play the clarinet," said Kaveri. "I might even want to play the drums!" A year ago, trying out for the band would have terrified her, but she was more confident now.

"No matter what you play, you will have to take good care of your instrument."

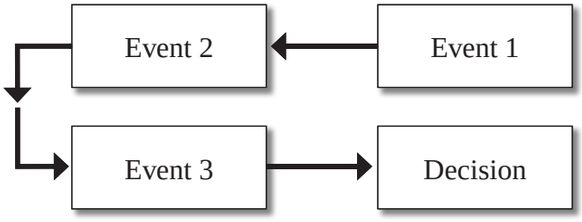
"I know, Mom," Kaveri said. "I can't wait to join the band and learn how to play! Maybe after I learn, we could play a duet!" Kaveri said.

During Reading (10 min.)

Narrative Text Features

Let's read about a girl who has to make a musical choice. Here are some words that you will see in the passage. Recognizing them will help you read. Write *duet* on the board. Point to the word, say it, and have students repeat after you. Repeat with *piano* and *violin*.

Write the following graphic organizer on the board.



Have students choral read the first paragraph.

TEACHER READ-ALOUD

In the first paragraph, an important event is when Kaveri found out about the school band. This is an event that is about making a choice. This is the first event, so I will write this in the first box of my flowchart. While you read, think about the events that happen in order for Kaveri to make her choice. We can fill in the rest of the boxes as we read.

FLUENCY Model reading one or two sentences, then have students reread with the same rate and expression. Repeat with several sentences.

After Reading (10 min.)

Sequencing

Have students complete the graphic organizer from During Reading.

Assess students' understanding of the passage by asking the following questions:

- **What is Kaveri's problem?** *Comprehension* (She has to choose an instrument.)
- **What are the factors Kaveri thinks of to make her decision?** *Analysis* (She considers the instruments her mother and friend play, whether she will be good at an instrument, and instruments she liked hearing before.)
- **What instrument do you think Kaveri will choose?** *Evaluation* (Answers will vary.)

Have students complete a story map for "A Musical Choice."

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books. Provide the following instructions for students:

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then, tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Informative Writing

Think of a time when you learned a new skill, like a new sport or musical instrument. What are the decisions you made before learning that new skill? Write a paragraph about how you made these decisions.

Word Works

5 min.

2-MINUTE WARM-UP

Spelling

You will spell words that you can read. Write *raised* on the board. **Read the word *raised*.** (raised)

Now, spell *raised*. (r-a-i-s-e-d) Cover the word. **Write *raised*.** Pause while students write the word on their write-on boards.

Uncover the word. **Does your word look like mine?** Pause. Have students correct the word if it is misspelled. **Now read the word again.**

Repeat with the words *solve, metal, result, represent, outside, factors,* and *instrument*.

TEACHER TIPS

Arrange students' desks in small groups so you will not have to spend time assigning groups for group assignments. Reward good behavior or hard work by making outstanding students group leaders.

SCIENCE CONNECTION

In small groups, have students brainstorm the different body parts that are used to play and listen to music. Distribute a diagram of the body and have students circle the parts of the body that are used.

Advanced Word Study (5 min.)

Review Antonyms

Remember that words that mean the opposite of other words are called antonyms. In the last lesson we looked at some easy antonyms. Let's look at some harder ones now. Write *bound* on the board. **What is this word?** (bound) ***Bound* means "to jump, bounce, or hop." What word could be an antonym for *bound*?** (crawl)

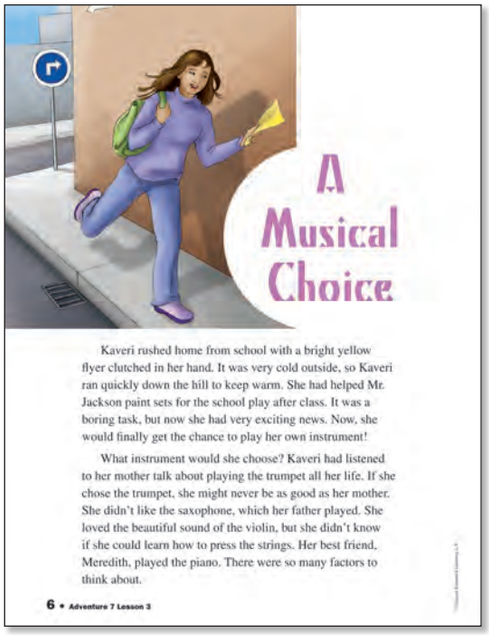
Repeat for the following words: *important, truthful, excited,* and *consent.*

bound—crawl	important—trivial
truthful—dishonest	excited—bored
consent—disagree	

RETEACH Students may have trouble developing clear antonyms for those words. You may choose to begin more slowly with the following set of words: *peaceful, wise, lazy*. Use Reteach Blackline Master page 38 to provide additional support or practice with vocabulary and antonyms.

Read to Understand

25 min.

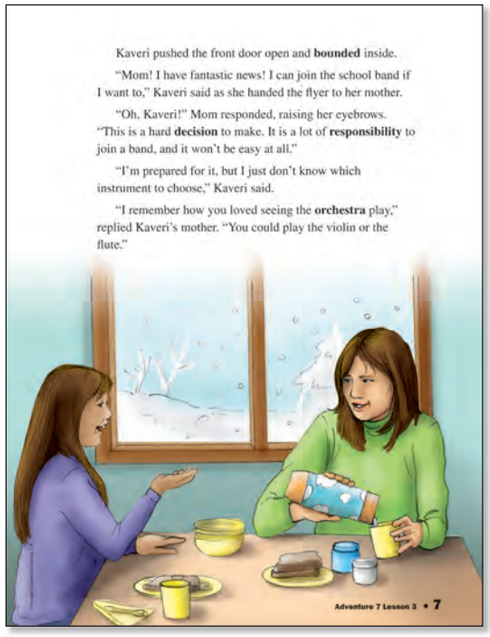


A Musical Choice

Kaveri rushed home from school with a bright yellow flyer clutched in her hand. It was very cold outside, so Kaveri ran quickly down the hill to keep warm. She had helped Mr. Jackson paint sets for the school play after class. It was a boring task, but now she had very exciting news. Now, she would finally get the chance to play her own instrument!

What instrument would she choose? Kaveri had listened to her mother talk about playing the trumpet all her life. If she chose the trumpet, she might never be as good as her mother. She didn't like the saxophone, which her father played. She loved the beautiful sound of the violin, but she didn't know if she could learn how to press the strings. Her best friend, Meredith, played the piano. There were so many factors to think about.

6 • Adventure 7 Lesson 3



Kaveri pushed the front door open and **bounded** inside.

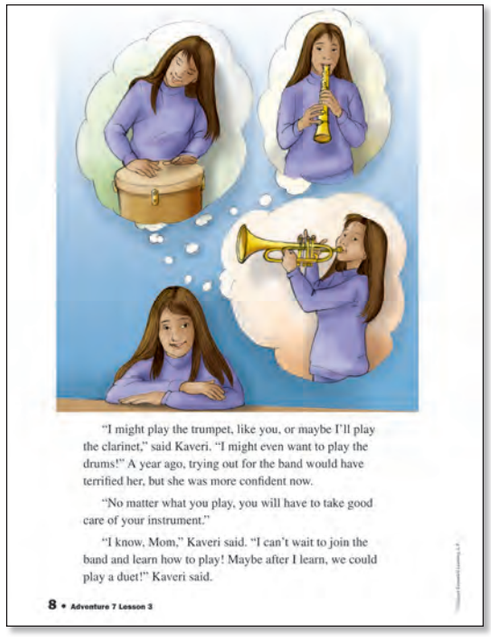
"Mom! I have fantastic news! I can join the school band if I want to," Kaveri said as she handed the flyer to her mother.

"Oh, Kaveri!" Mom responded, raising her eyebrows. "This is a hard **decision** to make. It is a lot of **responsibility** to join a band, and it won't be easy at all."

"I'm prepared for it, but I just don't know which instrument to choose," Kaveri said.

"I remember how you loved seeing the **orchestra** play," replied Kaveri's mother. "You could play the violin or the flute."

Adventure 7 Lesson 3 • 7



"I might play the trumpet, like you, or maybe I'll play the clarinet," said Kaveri. "I might even want to play the drums!" A year ago, trying out for the band would have terrified her, but she was more confident now.

"No matter what you play, you will have to take good care of your instrument."

"I know, Mom," Kaveri said. "I can't wait to join the band and learn how to play! Maybe after I learn, we could play a duet!" Kaveri said.

8 • Adventure 7 Lesson 3

Before Reading (5 min.)

Building Background Knowledge

In the last passage we read, do you remember when Kaveri had to make a hard decision? Let's see how well you remember. What did Kaveri want to do? (play an instrument) **What decision did she have to make?** (what instrument to play)

Engage students in a discussion about choosing an instrument.

- **What instrument do you play?** List responses on the board.
- **How would you choose what instrument to play?** (Answers will vary.)
- **Would you join a band?** (Answers will vary.)

Vocabulary Review

Ask the following questions:

- **What is something that will never *bound* past you? Why?** (Possible response: a slug because it moves too slowly)
- **What is a *decision* you may have to make in the future?** (Possible response: a career choice)
- **Name a *responsibility* you have at your house.** (Possible response: doing the dishes after dinner)
- **What sorts of instruments could you find in a band, but not in an *orchestra*?** (Possible responses: guitar, tom-toms, harmonica)

Vocabulary

bounded	leapt forward **Our dog *bounded* around the living room and scared the cat.**
decision	the act or result of making a choice **Our grandma made the *decision* to stay for dinner.**
responsibility	something that involves important duties **I felt so grown-up when my mother gave me a *responsibility*.**
orchestra	a large group of musicians who play together on different instruments **The *orchestra* is playing in the park this summer.**

ELL ENGLISH LANGUAGE LEARNERS

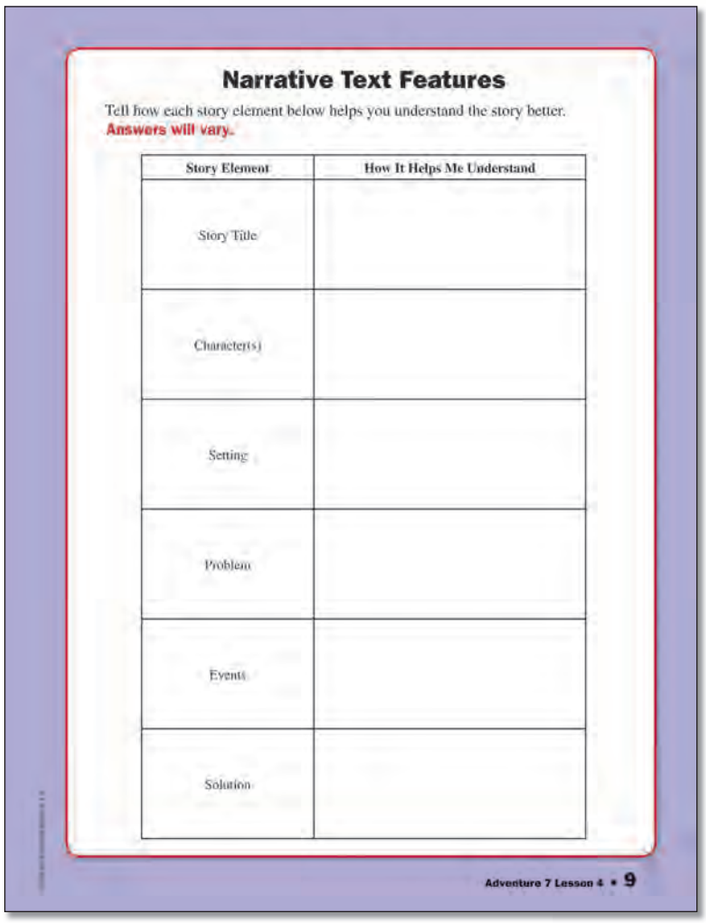
Give three or more examples for students before asking them to give examples of their own.

During Reading (10 min.)

Narrative Text Features

In the last lesson, we discussed how characters in narratives often need to make choices. We read about a girl who had to make a choice about what instrument to play in a school band. We looked for events that led to that choice. Let's reread the passage on page 6 in your Student Book to remind us about these events. Pay attention to other elements of the story, like characters and settings.

FLUENCY Chorally read the first page with students to model pronunciation of difficult words. Read clearly and loudly so they can hear you as you read. Then, have students read aloud the remaining pages in small groups while you work with struggling students individually.



Narrative Text Features

Tell how each story element below helps you understand the story better.
Answers will vary.

Story Element	How It Helps Me Understand
Story Title	
Character(s)	
Setting	
Problem	
Events	
Solution	

Adventure 7 Lesson 4 • 9

After Reading (10 min.)

Retelling

Ask students the following questions to monitor comprehension:

- **Why was Kaveri excited when she got home?** *Knowledge* (she found out about the school band)
- **Why did Kaveri's mother tell her she had to be responsible?** *Analysis* (she would have to take care of her instrument)
- **What might be some other responsibilities in joining a band?** *Evaluation* (Possible answer: going to practices, playing new music, practicing on your own)

Ask students to turn to Student Book, page 9. **Tell how features of narrative text elements can help you understand the story better.**

15 min.

Extra Practice

FLUENCY PRACTICE

Read with Expression

Materials: Fluency Books

Explain to students that good readers use expression when reading. Model reading a sentence using good expression. Have partners reread a passage in the Fluency Books to each other using good expression so that their reading sounds like natural speech.

ADVANCED WORD STUDY

Multisyllabic Words

Write a list of multisyllabic words from the passage on the board. Draw lines between the syllables and model pronunciation. Have students draw a line under the syllable that should be stressed in pronunciation as follows:

ins/tru/ment

or/ches/tra

re/spon/si/bil/i/ty

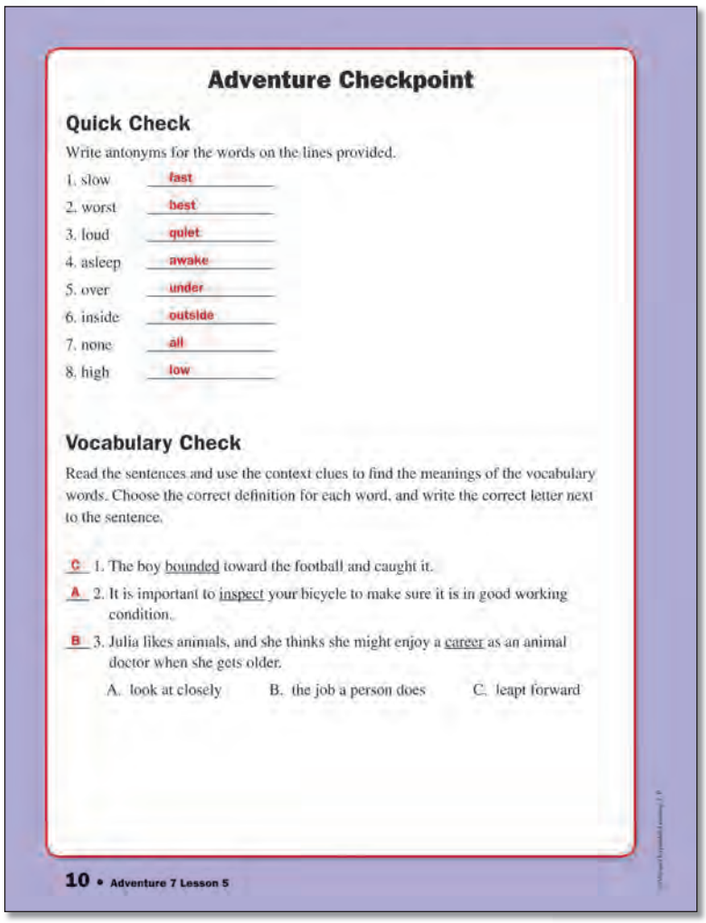
mu/si/cal

beau/ti/ful

Then, have students practice pronouncing the words in pairs.

Adventure Checkpoint

30 min.



Adventure Checkpoint

Quick Check

Write antonyms for the words on the lines provided.

1. slow fast
2. worst best
3. loud quiet
4. asleep awake
5. over under
6. inside outside
7. none all
8. high low

Vocabulary Check

Read the sentences and use the context clues to find the meanings of the vocabulary words. Choose the correct definition for each word, and write the correct letter next to the sentence.

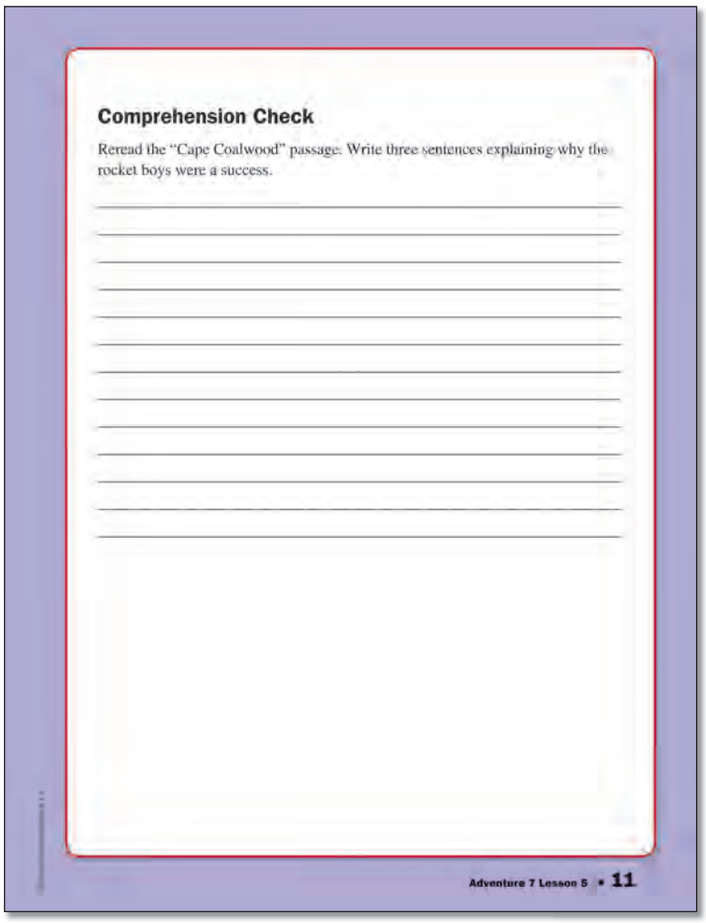
C 1. The boy bounded toward the football and caught it.

A 2. It is important to inspect your bicycle to make sure it is in good working condition.

B 3. Julia likes animals, and she thinks she might enjoy a career as an animal doctor when she gets older.

A. look at closely B. the job a person does C. leapt forward

10 • Adventure 7 Lesson 5



Comprehension Check

Reread the "Cape Coalwood" passage. Write three sentences explaining why the rocket boys were a success.

Adventure 7 Lesson 5 • 11

Quick Check (5 min.)

Work with students to complete the activity on page 10 in the Student Book. You may choose to assess students in a whole group or individually.

Vocabulary Check (10 min.)

Direct students to the Vocabulary Check. Have them complete the activity independently or with a partner.

Comprehension Check (10 min.)

Have students reread the passage on page 2 in the Student Book. Then have them answer the questions on page 11 in the Student Book.

Students reread "Cape Coalwood" with a partner, then complete a timed reading.

FLUENCY Have students reread "Cape Coalwood" with a partner. After partners have read the passage together, have them do a timed reading of the passage.

- Student 1 reads aloud to student 2, who follows along and corrects as needed.
- At the conclusion of 1 minute, student 1 marks where he or she stopped.
- Student 2 reads aloud to student 1, who follows along and corrects as needed.
- At the conclusion of 1 minute, student 2 marks where he or she stopped.
- Students count the total number of words read.
- Students write their scores on the Fluency Chart located in the back of the Student Book.

Home Connection (5 min.)

Distribute Home Connection Blackline Master page 39 and briefly review the CPR strategy with students. Have students reread the passage or excerpt on the page. Encourage students to reread the passage to family members and friends at home.

ELL ENGLISH LANGUAGE LEARNERS

Have students pick out words that are especially difficult to pronounce from the passage. Write those words on the board. Highlight the stressed syllable as you point to and read each word. Have students repeat after you as you work through the list.

RETEACH

If students do not demonstrate proficiency in skills and strategies taught in Lessons 1–4, provide additional instruction using one or more of the following suggestions. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Reteach specific lessons in a one-to-one setting or pairs to provide an increased number of opportunities for multiple responses and correction procedures.
- Include more modeling and additional support in the reteach.
- Use the Reteach Blackline Masters for Lessons 1–4 to provide additional systematic instruction on the key skills.

INDEPENDENT PRACTICE

For students who demonstrate proficiency, have them complete one or more of the following activities:

- Additional activities provided in the Adventure Checkpoint
- One or more of the Adventure Centers located at the end of the Adventure
- Rereading previously read passages with partners and retelling the passages to each other

Word Works

5 min.

2-MINUTE WARM-UP

Words with *er*

Write the letters *er* on the board. **What sound does this letter combination make?** (/ər/)

Can you think of any words that make the *er* sound with this letter combination?

Write students' correct responses in a list on the board. Then add the words *other, dinner, over, energy, together, water,* and *person* to the list. Read the list of words aloud with students.

SCIENCE CONNECTION

Have students use the information on the last page of the passage to plan a delicious, healthful menu for breakfast, lunch, and dinner. They can include meat on their menu if they wish, but they should try to avoid junk food. Encourage students to follow their menu ideas the next time they have a meal.

ENGLISH LANGUAGE LEARNERS

Use the same vocabulary and language presented in the current passage when asking questions of English Language Learners.

Advanced Word Study (5 min.)

Prefix: *non-*

Write the prefix *non-* on the board. **Do you remember what a prefix is?** (a word part that we add to the beginning of a word to change its meaning) **This is the prefix *non-*. It means "not."**

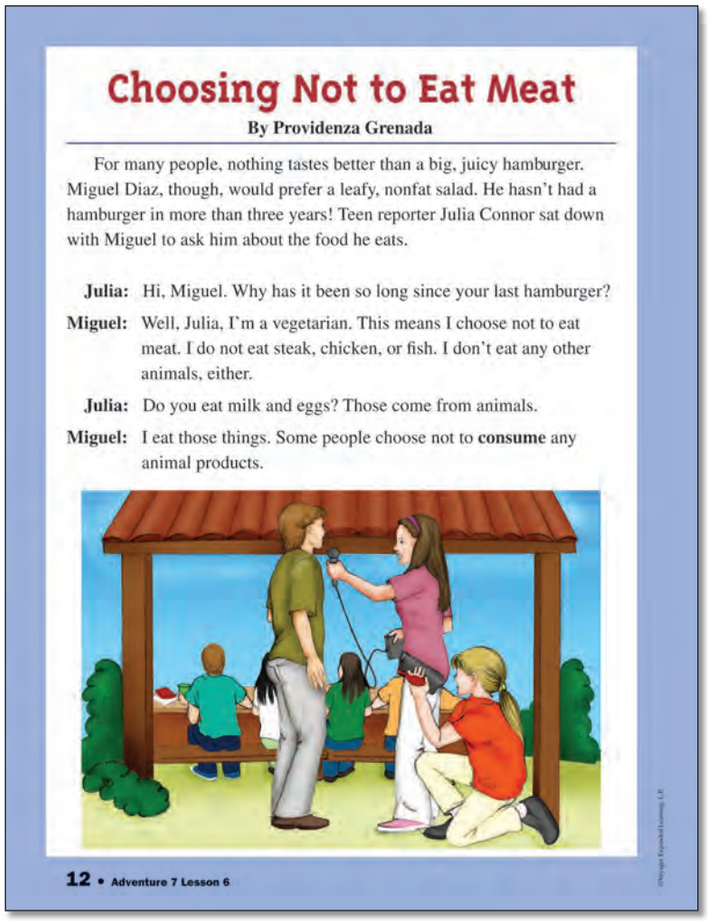
Write the word *stop* on the board and have students read it aloud. Then write the prefix *non-* in front of it to create the word *nonstop*. **What is this word?** (nonstop) **What do you think it means?** (not stopping) **The word *nonstop* means "not stopping." If I ran five miles *nonstop*, I ran for five miles without stopping.**

Repeat the exercise by adding *non-* to the words *sense, stick, fat, fiction,* and *violent*. Have students read the list of words in a way that sounds like natural speech to build fluency.

RETEACH Write the words *nonstop, nonsense, nonstick, nonfat, nonfiction,* and *nonviolent* on the board. Remind students that they can discover the meaning of these words by breaking them into parts. Have students draw lines between each word's prefix and its base word. Then have them determine each word's meaning by adding "not" to the base word's definition.

Read to Understand

25 min.



Choosing Not to Eat Meat

By Providenza Grenada

For many people, nothing tastes better than a big, juicy hamburger. Miguel Diaz, though, would prefer a leafy, nonfat salad. He hasn't had a hamburger in more than three years! Teen reporter Julia Connor sat down with Miguel to ask him about the food he eats.

Julia: Hi, Miguel. Why has it been so long since your last hamburger?

Miguel: Well, Julia, I'm a vegetarian. This means I choose not to eat meat. I do not eat steak, chicken, or fish. I don't eat any other animals, either.

Julia: Do you eat milk and eggs? Those come from animals.

Miguel: I eat those things. Some people choose not to **consume** any animal products.

12 • Adventure 7 Lesson 6

Before Reading (5 min.)

Building Background Knowledge

Have students discuss their favorite foods. **If you had to choose between eating only meat and eating only vegetables, which would you choose?** Ask students if they have ever heard of vegetarianism. **Vegetarians eat many things including vegetables but may not eat meat. Do you know anyone who is a vegetarian? Why might someone choose not to eat meat?** Have students think of a few reasons why people may choose not to eat certain foods. (allergies, cultural reasons, moral concerns, health)

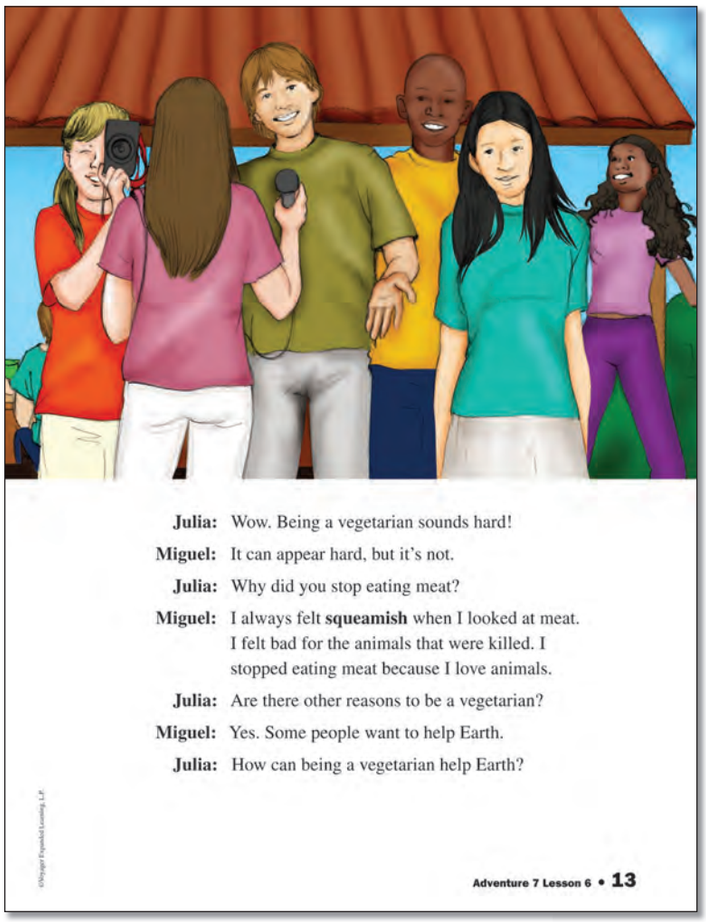
Vocabulary Introduction

Read the example sentences below each vocabulary word to students. After you read each sentence, ask students what they think the vocabulary word might mean. Have them use context clues to discover the word's meaning. If a sentence does not contain helpful context clues, encourage students to break the word into parts to determine its definition.

Vocabulary

consume	eat or drink **I wanted to *consume* the entire bottle of water.**
squeamish	uncomfortable and sick-feeling **The sight of blood makes me *squeamish*.**
nonsense	something that has no meaning or reason **The baby's words sounded like *nonsense* to me.**
sustain	support or keep alive **One small piece of bread is not enough to *sustain* you for a week.**

RETEACH If students need more context clues to figure out the meaning of a vocabulary word, have them locate the word in the passage and read the sentence in which they find it. Point out any context clues in the passage that might help students guess the word's meaning.



Julia: Wow. Being a vegetarian sounds hard!

Miguel: It can appear hard, but it's not.

Julia: Why did you stop eating meat?

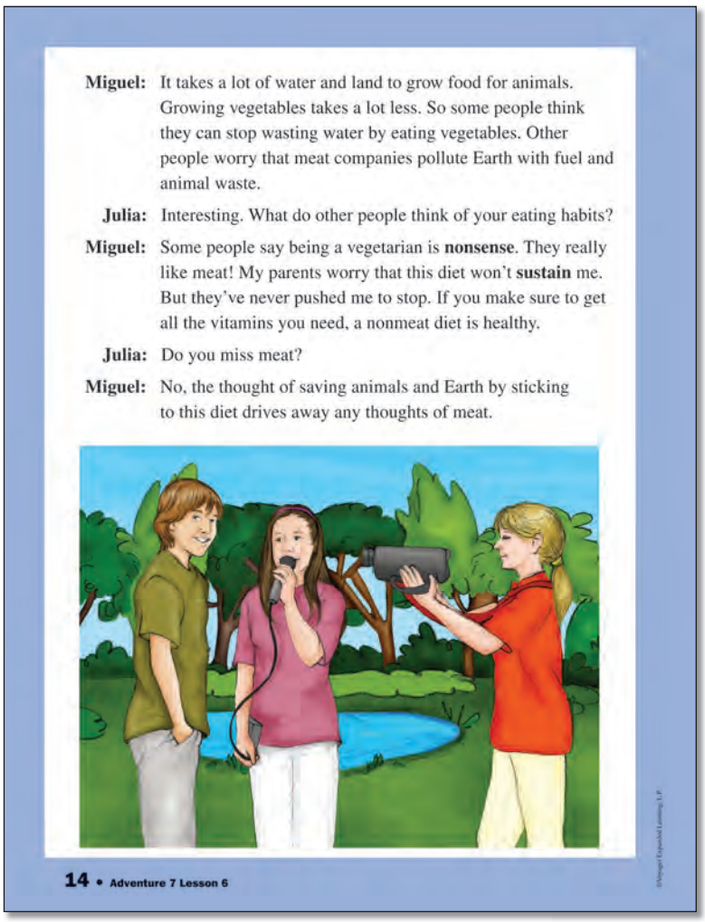
Miguel: I always felt **squeamish** when I looked at meat. I felt bad for the animals that were killed. I stopped eating meat because I love animals.

Julia: Are there other reasons to be a vegetarian?

Miguel: Yes. Some people want to help Earth.

Julia: How can being a vegetarian help Earth?

Adventure 7 Lesson 6 • 13



Miguel: It takes a lot of water and land to grow food for animals. Growing vegetables takes a lot less. So some people think they can stop wasting water by eating vegetables. Other people worry that meat companies pollute Earth with fuel and animal waste.

Julia: Interesting. What do other people think of your eating habits?

Miguel: Some people say being a vegetarian is **nonsense**. They really like meat! My parents worry that this diet won't **sustain** me. But they've never pushed me to stop. If you make sure to get all the vitamins you need, a nonmeat diet is healthy.

Julia: Do you miss meat?

Miguel: No, the thought of saving animals and Earth by sticking to this diet drives away any thoughts of meat.

14 • Adventure 7 Lesson 6

During Reading (15 min.)

Vocabulary: Parts of Words

Turn to page 12 in the Student Book. Before we read together, let's look at a word you should know to help you read the passage on your own. Write the word *vegetarian* on the board and read it aloud. Have students find the word in the text and quickly repeat it after you. Do the same with the names of the speakers in the interview, *Julia Connor* and *Miguel Diaz*.

Have students choral read the passage.

Write the letters *CPR* on the board. **We've talked about using CPR to figure out the meanings of unfamiliar words. Today, we're going to talk some more about the *P* in CPR. *P* stands for *parts*.** Remind students that when they encounter a difficult word in a text, they can break it into parts to figure out what it means. **Breaking a word down into *parts* can help you read the word and determine its meaning. Compound words are easy to break into *parts*. So are words with familiar prefixes and suffixes. The prefix we just learned, *non-*, is a word part.**

Write *Unknown Word: nonsense* on the board. Below it write *Parts:* _____. Read the third paragraph on the third page of the passage, stopping when you reach the word *nonsense*. **I'm not sure what this word means. To figure out its meaning, I can break the word into parts.** Have students identify the word's prefix. (non-) Then have them identify the base word. (sense) Ask students what each of the parts means. ("not" and "reason") Then have them put the word parts' meanings together to figure out the meaning of the word *nonsense*. (without reason)

Reread the passage with students. When you reach a vocabulary word or other difficult word, work with students to use word parts to figure out the word's meaning. Remind students that not all words can be broken into word parts. If a difficult word cannot be easily separated into parts, students should use context clues or reference materials to figure out the word's meaning.

RETEACH Students may find a visual aid helpful for dividing unknown words into parts. When you reach a difficult word in the text, write it on the board. Then have a volunteer divide the word into parts by underlining each part of the word in a different color.

FLUENCY Tell students that emphasizing different words in a sentence assists in comprehension and changes the meaning of the sentence. Model reading the sentence, "Most people eat almost everything" four times for students, putting emphasis first on *Most*, then on *people*, then on *almost*, and finally on *everything*. After each reading, discuss with students how the sentence's meaning has changed.

After Reading (5 min.)

Checking for Understanding; Vocabulary: Parts of Words

Assess student understanding of word parts by asking the following questions:

- **How would you break the word *rethinking* into word parts?** *Knowledge* (re/ think/ ing)
- **What does the word *rethinking* mean?** *Knowledge* (thinking about something again)

Ask the following questions to assess students' understanding of the passage:

- **What is a vegetarian?** *Comprehension* (someone who chooses not to eat meat)
- **Why do some people choose not to eat meat?** *Comprehension* (They worry about the environment and animals; it's a healthful choice.)
- **Why do you think steak-lovers think vegetarianism is nonsense?** *Analysis* (Answers will vary.)

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then, tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Informative Writing

Have students write a few sentences about whether or not they would want to be a vegetarian. Remind students to include facts from the passage or from their own lives to support their opinions.

Word Works

5 min.

2-MINUTE WARM-UP

Sight Words

Write the words *either, village, buy, snow, pushed, century, everything,* and *appear* on the board. Read the words aloud with students. Then divide students into pairs. Have one student in each pair read the list aloud while the other student checks for accuracy. Then have students switch roles. When both students have read the list accurately, ask them to read the list again as fast as they can.

TEACHER TIPS

Monitor lesson pacing to ensure you cover each skill within the designated time.

ENGLISH LANGUAGE LEARNERS

Write antonym pairs on the board such as *hot/cold, happy/sad,* and *dark/light*. Explain that these words are antonyms, just like *stop/nonstop, fat/nonfat,* and *sense/nonsense*. Adding *non-* creates a new word that means the opposite.

Advanced Word Study (5 min.)

Review Prefix: *non-*

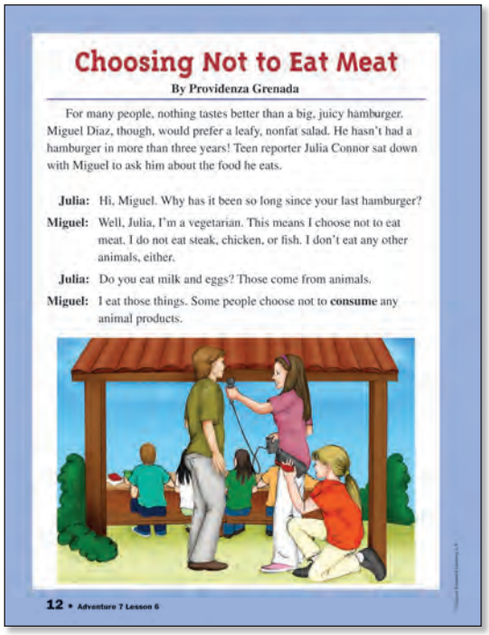
What prefixes do you know that mean "not"? (un-, in-, non-) **Let's talk about the prefix *non-*.** Write *nonfat* on the board. **What is this word?** (nonfat) **What is its prefix?** (non-) **What is its base word?** (fat) **If I said that the milk was nonfat, what would I mean?** (The milk has no fat in it.)

Write the words *nonstop, nonsense, nonstick, nonfiction,* and *nonviolent* on the board. Have students identify each word's prefix, base word, and definition. Then work with students to use each word in a sentence.

RETEACH Use Reteach Blackline Master page 40 to provide additional support or practice with the prefix *non-*.

Read to Understand

25 min.



Choosing Not to Eat Meat

By Providenza Grenada

For many people, nothing tastes better than a big, juicy hamburger. Miguel Diaz, though, would prefer a leafy, nonfat salad. He hasn't had a hamburger in more than three years! Teen reporter Julia Connor sat down with Miguel to ask him about the food he eats.

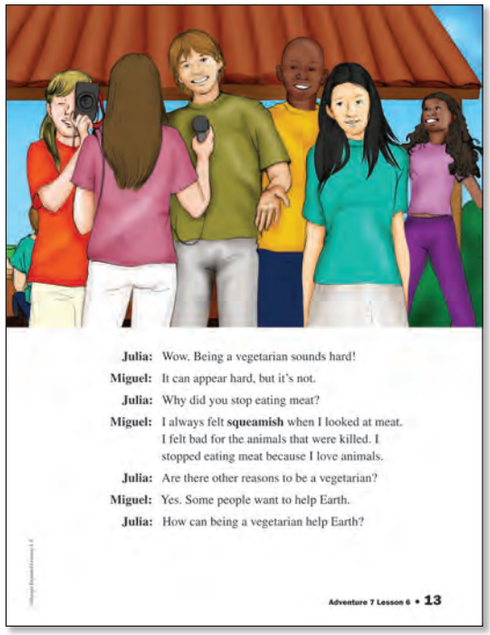
Julia: Hi, Miguel. Why has it been so long since your last hamburger?

Miguel: Well, Julia, I'm a vegetarian. This means I choose not to eat meat. I do not eat steak, chicken, or fish. I don't eat any other animals, either.

Julia: Do you eat milk and eggs? Those come from animals.

Miguel: I eat those things. Some people choose not to **consume** any animal products.

12 • Adventure 7 Lesson 6



Julia: Wow. Being a vegetarian sounds hard!

Miguel: It can appear hard, but it's not.

Julia: Why did you stop eating meat?

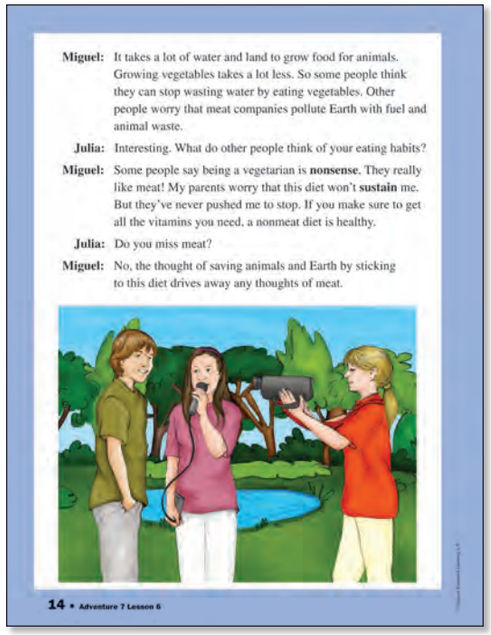
Miguel: I always felt **squeamish** when I looked at meat. I felt bad for the animals that were killed. I stopped eating meat because I love animals.

Julia: Are there other reasons to be a vegetarian?

Miguel: Yes. Some people want to help Earth.

Julia: How can being a vegetarian help Earth?

Adventure 7 Lesson 6 • 13



Miguel: It takes a lot of water and land to grow food for animals. Growing vegetables takes a lot less. So some people think they can stop wasting water by eating vegetables. Other people worry that meat companies pollute Earth with fuel and animal waste.

Julia: Interesting. What do other people think of your eating habits?

Miguel: Some people say being a vegetarian is **nonsense**. They really like meat! My parents worry that this diet won't **sustain** me. But they've never pushed me to stop. If you make sure to get all the vitamins you need, a nonmeat diet is healthy.

Julia: Do you miss meat?

Miguel: No, the thought of saving animals and Earth by sticking to this diet drives away any thoughts of meat.

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Before Reading (5 min.)

Activating Prior Knowledge

In the last lesson, we read a passage about people who choose not to eat meat. What were those people called? (vegetarians)

- **What are some good things about being a vegetarian?** (You have a healthful diet and help animals and the environment.)
- **What can be some bad things about being a vegetarian?** (It can be harder to get the vitamins you need.)
- **Do you think people should be vegetarians?** Have students explain their answers. Then help them brainstorm other choices they can make to protect animals and the environment.

Vocabulary Review

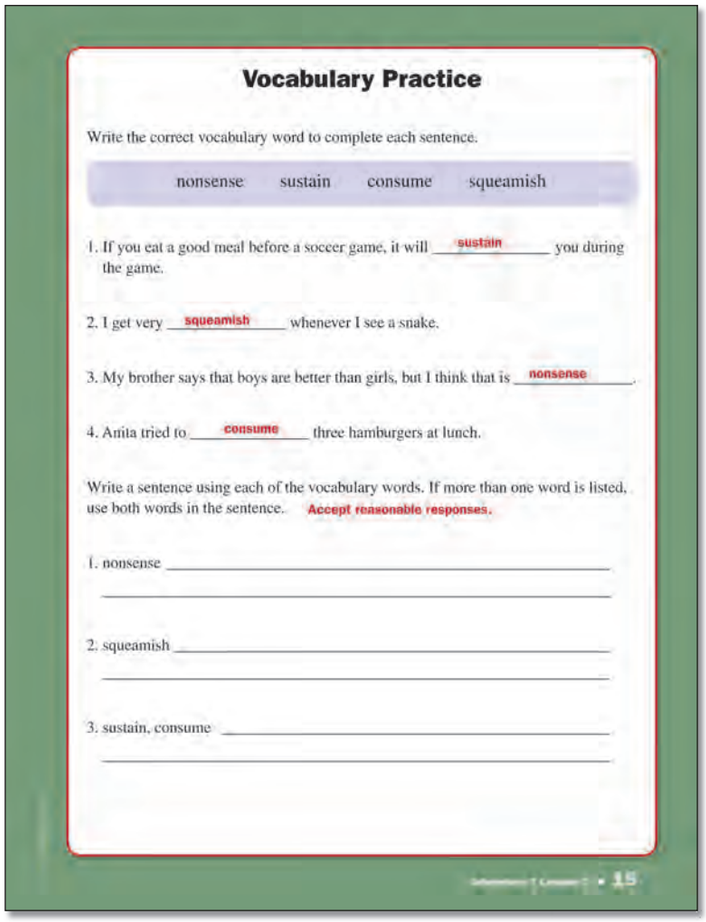
Write the following words on the board: *nonsense, sustain, consume, squeamish.*

Ask students the following questions. Record their responses on the board.

- **What are two *nonsense* words?**
- **What are four things that help to *sustain* you?**
- **What are four things that you have *consumed* today?**
- **What are two things that make you *squeamish*?**

Have students write the words and definitions in their vocabulary logs. Then have them complete page 15 in their Student Books.

RETEACH If students have trouble providing examples and non-examples for each vocabulary word, have them read the definition of each word aloud. Rephrase the question to include the word's definition: **What are four *nonsense* words? What are four *words that have no meaning*?**



Vocabulary Practice

Write the correct vocabulary word to complete each sentence.

nonsense sustain consume squeamish

1. If you eat a good meal before a soccer game, it will ___sustain___ you during the game.

2. I get very ___squeamish___ whenever I see a snake.

3. My brother says that boys are better than girls, but I think that is ___nonsense___.

4. Anita tried to ___consume___ three hamburgers at lunch.

Write a sentence using each of the vocabulary words. If more than one word is listed, use both words in the sentence. Accept reasonable responses.

1. nonsense _____

2. squeamish _____

3. sustain, consume _____

15

Vocabulary

consume eat or drink
Cows *consume* lots of grass each day.

squeamish uncomfortable and sick-feeling
Doctors are not *squeamish* about fixing people's broken bones.

nonsense something that has no meaning or reason
I thought Shelly's story about aliens visiting our school was *nonsense.*

sustain support or keep alive
Water and sunlight *sustain* life on Earth.

During Reading (15 min.)

Cause and Effect

Write *Cause and Effect* on the board. **There are a lot of different ways to organize expository texts. Today we're going to talk about using causes and effects to organize a text. A cause is a reason that something happens, and an effect is the thing that happens as a result of the cause.**

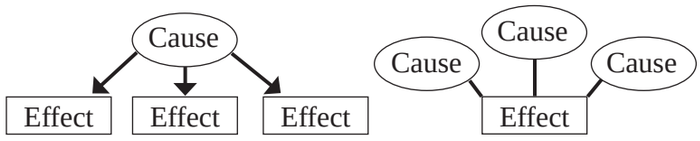
Draw a two-column chart on the board. Label one column "Cause" and the other "Effect." **Let's think about some causes and effects in our everyday lives. If you eat too much food at dinner, you might get a stomachache.** Write *eating too much* under "Cause" and *getting a stomachache* under "Effect." **Eating too much food is the *cause*, and getting a stomachache is the *effect*.**

Cause	Effect

Write *forgetting my umbrella* in the "Cause" column of the chart. **What would be the effect of forgetting my umbrella on a rainy day?** (getting wet) Record students' answers in the "Effect" column of the chart. Then write *water boils* in the "Effect" column. **What might cause water to boil?** (heating it on the stove) Record students' answers in the "Cause" column.

Have students reread the passage on page 12 in their Student Books in pairs, alternating reading each paragraph aloud. **See if you can find out what causes some people to become vegetarians.**

RETEACH Tell students that some causes may have more than one effect and some effects may have more than one cause. Give students examples of each scenario. (When it rains, people wear raincoats, puddles form on the ground, and sports games are canceled. You may stay home from school if there's a snow day, if you are sick, or if it's a weekend.) Illustrate these examples using graphic organizers like the ones below.



Vocabulary: Parts of Words

Write CPR on the board and underline the *P*. **What does the *P* in CPR stand for?** (parts) Remind students that when they come across an unfamiliar word, they can figure out its meaning by breaking it into parts. Model breaking the word *nonmeat* into parts. **It looks like the word *nonmeat* is made up of the prefix *non-* and the word *meat*. I know *non-* means "not," so *nonmeat* must describe anything that is not made of meat.**

Have partners reread the passage, working together to break down words to determine their meanings.

FLUENCY As one student in the pair reads a paragraph of text, have the other student read along silently and check the reader's accuracy. When the reader has finished reading the paragraph, have the other student ask the reader one question about the paragraph he or she has just read. Partners should then switch roles and move on to the next paragraph in the text.

After Reading (5 min.)

Main Idea; Cause and Effect

Ask the following question to assess students' understanding of the passage:

- **What is this passage mostly about?** *Comprehension* (There are some people who don't eat meat. They make this choice for many reasons.)
- **What was the main cause of Miguel's decision not to eat meat?** *Knowledge* (his love for animals)
- **Why do you think Miguel doesn't mind eating milk and eggs?** *Analysis* (Milk and eggs come from animals, but eating them does not harm or kill animals.)
- **If everyone in the United States stopped eating meat, what do you think might happen?** *Application* (Possible responses: Meat companies and dairy farmers would go out of business. People would eat more fruits and vegetables and be healthier.)

15 min.

Extra Practice

FLUENCY PRACTICE

Timed Reading

Materials: Fluency Books

Distribute the Fluency Books.

1. **Quickly read the story to yourself and make sure you know all the words.**
2. **Tell your partner to start the timer and call "time" after 1 minute.**
3. **Read carefully and stop when your partner calls "time." Mark the place where you stopped.**
4. **Count the number of words you read.**
5. **In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.**
6. **Switch roles with your partner.**

VOCABULARY PRACTICE

Write the words *nonsense*, *sustain*, *consume*, and *squeamish* on the board. Have students choose three of the words and use each in a sentence. Then have them use at least one of the vocabulary words to write a possible reason for being a vegetarian. (I am a vegetarian because meat makes me *squeamish*.)

Word Works

5 min.

2-MINUTE WARM-UP

Words with *oy*

Write the vowel combination *oy* on the board. **The sound for these vowels is /ȯi/ as in *destroyed*. What is the sound for these vowels?** (/ȯi/ as in *destroyed*) **Let's quickly read words with this sound.** Write each word on the board. Point to it as you read it with students: *toys, boy, loyal, soybean, voyage, enjoy*.

TEACHER TIPS

Have students create a page for each set of homophones they learned today. The words should be spread out evenly on each page. Then have students draw a picture, write a sentence, or both, to go with each homophone. Students can loosely bind the pages together to create a reference to consult and add to as they read and write.

SCIENCE CONNECTION

Have students discuss local natural areas like parks, forests, and wetlands, and what can be done to protect them. Discuss why trees play an important part in these ecosystems.

Advanced Word Study (5 min.)

Homophones

Write the following homophones on the board: *rain, reign,* and *rein*. Point out that the words all sound the same but each has a different spelling and meaning.

Words that sound alike but have different spellings and meanings are called *homophones*.

Review the spelling and sound of each word. Then give the meaning.

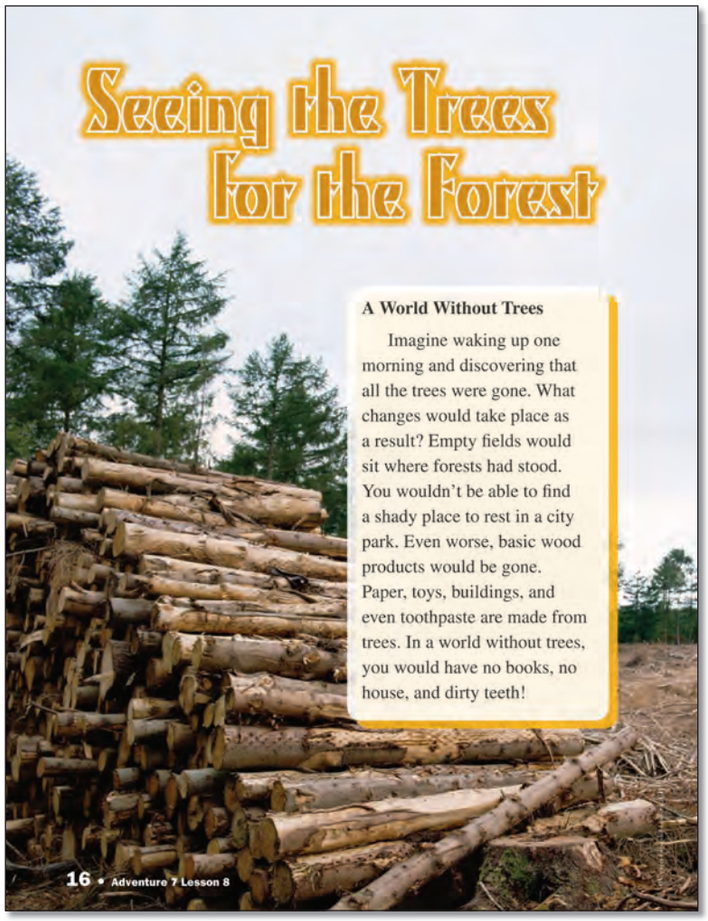
***Rain* means "the moisture that comes from clouds"; *reign* means "to rule like a king or queen"; and a *rein* is the strap a horseback rider uses to steer his horse. Let's read the words again.** (rain, reign, rein) **Make up a sentence that uses one of these homophones.** (The game was stopped because of the rain.) **Spell the homophone you used.** (r-a-i-n)

Repeat with the following homophone pairs: *peace/piece, steal/steel,* and *wood/would*.

RETEACH Point to a set of homophones. Make up a sentence using one homophone. Ask students to spell the homophone you said. Then build sentences using more than one homophone. **How do you spell the first homophone in the sentence? How do you spell the second one?**

Read to Understand

25 min.



Seeing the Trees for the Forest

A World Without Trees

Imagine waking up one morning and discovering that all the trees were gone. What changes would take place as a result? Empty fields would sit where forests had stood. You wouldn't be able to find a shady place to rest in a city park. Even worse, basic wood products would be gone. Paper, toys, buildings, and even toothpaste are made from trees. In a world without trees, you would have no books, no house, and dirty teeth!

16 • Adventure 7 Lesson 8

Before Reading (5 min.)

Previewing Text

Direct students to page 16 in the Student Book. Direct their attention to the title, headings, and pictures in the story. **We will use these pictures and headings to predict what the story is about. What do you think the story will be about?** Record their predictions on the board. **After we read, we'll check if our predictions were correct.**

Vocabulary Introduction

Write the list of vocabulary words on the board.

Read the words to students, pointing to each word as it is read. **Read the words with me.** Point to each word, then say the word and its meaning.

What is the word for protecting things that cannot be replaced? (conservation)

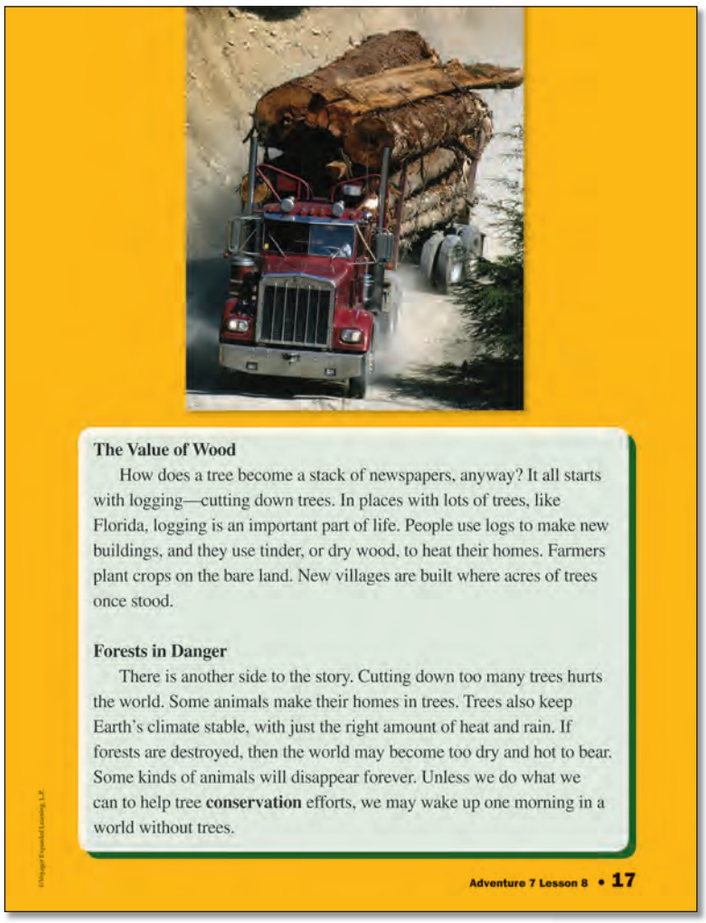
Let's see how *conservation* is used in a sentence.

Read the sentence aloud to students.

Vocabulary

conservation	protecting things that cannot be replaced, especially things in nature **The *conservation* of water is important and can be done by not wasting water.**
employ	to give someone a job that pays **The store owner *employs* a large staff to stock shelves, sell goods, and keep things clean.**
recycle	to process something again so people can get more uses out of the material **One way to help save trees is to *recycle* printed paper products such as magazines.**
reign	to be widespread and common **Children *reign* at the playground.**

Have students work in pairs to write a sentence that uses at least two vocabulary words. Have volunteers read their sentences aloud.



The Value of Wood

How does a tree become a stack of newspapers, anyway? It all starts with logging—cutting down trees. In places with lots of trees, like Florida, logging is an important part of life. People use logs to make new buildings, and they use tinder, or dry wood, to heat their homes. Farmers plant crops on the bare land. New villages are built where acres of trees once stood.

Forests in Danger

There is another side to the story. Cutting down too many trees hurts the world. Some animals make their homes in trees. Trees also keep Earth's climate stable, with just the right amount of heat and rain. If forests are destroyed, then the world may become too dry and hot to bear. Some kinds of animals will disappear forever. Unless we do what we can to help tree **conservation** efforts, we may wake up one morning in a world without trees.

Adventure 7 Lesson 8 • 17

Choosing to Be Tree-Friendly

How can you protect trees so that people can enjoy them in the future? Whether you are a logger or a student, you can make a difference. In Florida, people who are **employed** as loggers plant new trees to replace each tree they cut down. You can choose to **recycle** paper or buy recycled paper products. Get your friends and family involved. With your help, trees will **reign** on Earth for many years to come.

18 • Adventure 7 Lesson 8

During Reading (15 min.)

Vocabulary: Parts of Words; Cause and Effect

Before we read together, these are words you should know to help you read the passage on your own. Write the following words on the board and read them aloud: *basic*, *acres*, and *involved*. Have students find each word in the text and quickly repeat it after you.

Review the parts of the CPR strategy (context, parts, and resources). Then direct students' attention to the vocabulary word *recycle*. Break the word into parts to determine the word's meaning.

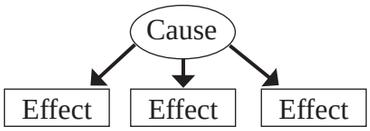
In the last few Adventures, we have learned about different kinds of expository writing. What are some of these? (compare and contrast, sequence, cause and effect) Write these on the board. Have students tell in their own words what each type of writing does. (*Compare and contrast* tells how two or more things are alike and different; *sequence* tells events in the order they happened; *cause and effect* tells how one event leads to another.) Provide correction and feedback as needed.

Today we will review one of these three types of writing. Turn to page 16 in your Student Book. Have students read the first two sentences of the text.

What signal words do you see in the second sentence? (as a result) Write *as a result* on the board, then write *due to*, *because*, *since*, *therefore*, *so*, and *if . . . then* beneath it. **What kind of expository writing often uses these signal words?** (cause and effect)

When we learned about causes and effects earlier, we saw that one cause can sometimes have more than one effect.

Draw the following diagram on the board:



Write *power goes out in a large city* in the center oval.

One effect of this cause might be car accidents. Write this in the first Effect box. Have students brainstorm other effects. List them in the Effect boxes. **As we read today's story, let's look for the main cause and its effects.**

FLUENCY Read the passage chorally with students from an overhead that all students can see. Model reading at a normal rate and in an appropriate voice.

RETEACH Reread the first paragraph. Then fill in the cause-and-effect diagram with the information from the story. Write *trees disappear*. **This is the cause. What does the story say will happen *as a result*?** Ask students to name each effect in the paragraph. (no shade at the park; no paper; dirty teeth)

ELL ENGLISH LANGUAGE LEARNERS

Ask English Language Learners to complete sentences that use cause-and-effect signal words, such as:

If *trees disappear,* ***then*** *there will be no* _____ _____.

After Reading (5 min.)

Cause and Effect

Ask the following questions to assess student understanding of the cause-and-effect relationships in the passage.

- **What effect do trees have on Earth's climate?** *Comprehension* (Possible response: They keep the Earth cool and moist enough for life to survive.)
- **What effects do trees have where you live?** *Analysis* (Possible response: They give shade and keep people cool; they block the wind; they produce fruit.)

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read
Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then, tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Informative Writing

Challenge students to write one or two sentences about what they will try to do in their lives to save trees.

Word Works

5 min.

2-MINUTE WARM-UP

Spelling

Materials: write-on boards

You will spell words that you can read. Write *either* on the board. **Read the word *either*.** (either) **Now spell *either*.** (e-i-t-h-e-r) Cover the word. **Write *either*.** Pause while students write the word on a write-on board.

Uncover the word. **Does your word look like mine?** Pause. Have students correct the word if it is misspelled. **Now read the word again.**

Repeat with the words *village*, *buy*, *snow*, *pushed*, *century*, *everything*, and *appear*.

SCIENCE CONNECTION

Start a recycling campaign. Research your local recycling centers and determine what they accept. Make posters, get containers, and hold a weeklong SAVE THE TREES campaign by asking people to recycle their paper products with you or take their items directly to the recycling center.

ASSESSMENT

At the end of each activity or lesson, tell students whether they have mastered the skill being taught.

Advanced Word Study (5 min.)

Review Homophones

Write a list of 10 homophone pairs on the board, such as *rain* and *reign*, *flower* and *flour*, *peace* and *piece*, *knight* and *night*, *wood* and *would*, *through* and *threw*, *bear* and *bare*, *seem* and *seam*, *allowed* and *aloud*, *bored* and *board*. Pass out index cards and ask partners to write one word on each card until they have all the homophones written, one per card.

Have partners lay the 20 cards facedown and play Concentration. They must match up a pair of homophones and then give the meaning of each word.

RETEACH Write basic homophones on the board, for example, *hare* and *hair*, *doe* and *dough*, *blue* and *blew*, *steel* and *steal*, *great* and *grate*. Point out the different vowel combinations that can create the same sound, but make words that have different spellings and meanings.

ENGLISH LANGUAGE LEARNERS

Review the meaning expressed in a sentence that uses *if . . . then*. Explain that *if* comes before a cause, and *then* comes before the effect. For example, ***If* I don't tie my shoelaces, *then* I will trip and fall.** Present other "if" statements and invite students to complete them by adding a "then" clause.

Read to Understand

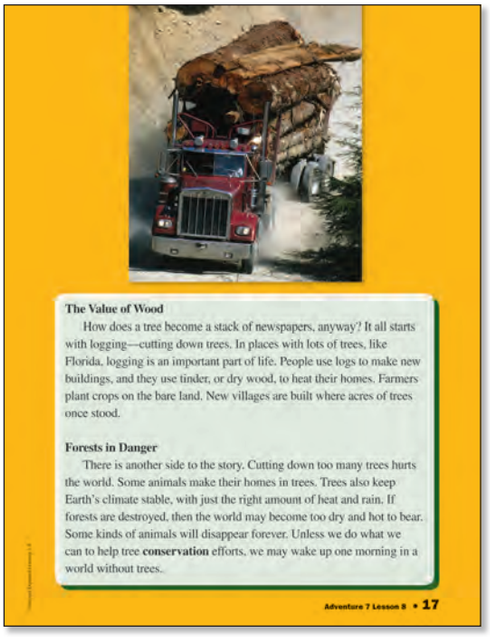
25 min.

Seeing the Trees for the Forest

A World Without Trees

Imagine waking up one morning and discovering that all the trees were gone. What changes would take place as a result? Empty fields would sit where forests had stood. You wouldn't be able to find a shady place to rest in a city park. Even worse, basic wood products would be gone. Paper, toys, buildings, and even toothpaste are made from trees. In a world without trees, you would have no books, no house, and dirty teeth!

16 • Adventure 7 Lesson 8


The Value of Wood

How does a tree become a stack of newspapers, anyway? It all starts with logging—cutting down trees. In places with lots of trees, like Florida, logging is an important part of life. People use logs to make new buildings, and they use tinder, or dry wood, to heat their homes. Farmers plant crops on the bare land. New villages are built where acres of trees once stood.

Forests in Danger

There is another side to the story. Cutting down too many trees hurts the world. Some animals make their homes in trees. Trees also keep Earth's climate stable, with just the right amount of heat and rain. If forests are destroyed, then the world may become too dry and hot to bear. Some kinds of animals will disappear forever. Unless we do what we can to help tree **conservation** efforts, we may wake up one morning in a world without trees.

Adventure 7 Lesson 8 • 17

Choosing to Be Tree-Friendly

How can you protect trees so that people can enjoy them in the future? Whether you are a logger or a student, you can make a difference. In Florida, people who are **employed** as loggers plant new trees to replace each tree they cut down. You can choose to **recycle** paper or buy recycled paper products. Get your friends and family involved. With your help, trees will **reign** on Earth for many years to come.

18 • Adventure 7 Lesson 8

Before Reading (5 min.)

Text Connections

Lead students to make connections between the story and information they may already know. **The passage on page 16 reminds me of an article I read about logging in the Amazon rain forest. Does this passage remind you of anything you have read or seen on television?** Engage students in a brief discussion. Also discuss whether the article inspired students to want to do something to help save trees. If so, ask what they would like to do to help. Allow time for brief responses.

Vocabulary Review

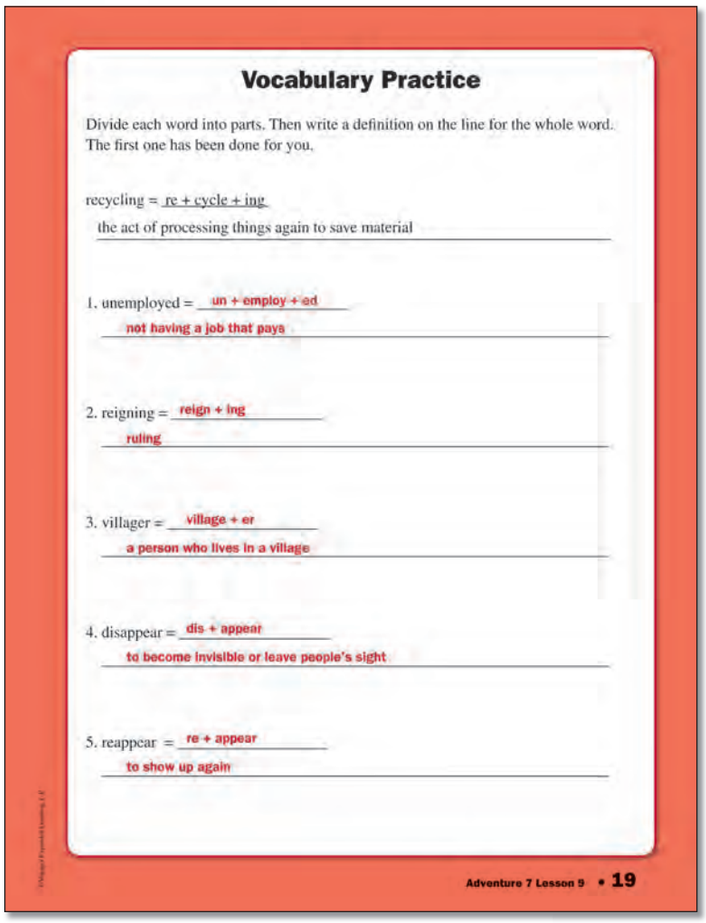
Write the list of words on the board. Quickly review the definitions. Then ask the following questions to recontextualize the vocabulary:

- **How would you like to be *employed* when you grow up?** (Possible response: as a teacher)
- **What is an effect of *recycling* cans?** (Possible response: using less new metal)
- **Which might *reign* at a picnic, ants or elephants?** (ants)
- **What can people do to *conserve* energy?** (Possible response: Turn off the lights when you leave a room.)

Have students complete page 19 in their Student Books.

Vocabulary

conservation	protecting things that cannot be replaced, especially things in nature **Tony's company works for the *conservation* of historic buildings.**
employ	to give someone a job that pays **The cook wanted to *employ* his son as a dishwasher for the summer.**
recycle	to process something again so people can get more uses out of the material **In some states, you get a nickel for every can you *recycle*.**
reign	to be widespread and common **Grasshoppers *reign* in the fields on our uncle's farm.**



Vocabulary Practice

Divide each word into parts. Then write a definition on the line for the whole word. The first one has been done for you.

recycling = re + cycle + ing
the act of processing things again to save material

1. unemployed = un + employ + ed
not having a job that pays

2. reigning = reign + ing
ruling

3. villager = village + er
a person who lives in a village

4. disappear = dis + appear
to become invisible or leave people's sight

5. reappear = re + appear
to show up again

Adventure 7 Lesson 9 • 19

During Reading (15 min.)

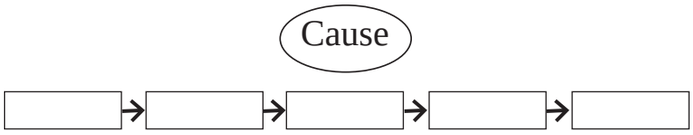
Vocabulary: Parts of Words; Cause and Effect

Review the parts of the CPR strategy (context, parts, and resources).

Direct students' attention to the vocabulary word *recycle*. Break the word into parts to determine the word's meaning.

When we learned about writing that uses cause and effect, we learned to look for signal words. Write these words on the board: *as a result, if . . . then, so, therefore, because*. **We learned that one cause can have more than one effect. As you read, you should also look for a single cause that sets off a chain of effects. In a cause-and-effect chain, each effect turns into a cause. It leads to another action or event.**

Draw the following diagram on the board or on a transparency:



Write *find a lost dog* in the top circle. Have students name one effect of this cause and three causes and effects that might follow. List students' responses in the diagram. (Possible response: take dog home, put up a lost dog poster, get call from owner, get reward)

As we read today's story, let's watch for a first cause and then the chain of effects that follows it. Some of the cause-and-effect signal words listed on the board can help us point to causes and effects.

FLUENCY Have students follow along as you read the passage aloud, stopping to discuss cause and effect and vocabulary information.

After Reading (5 min.)

Checking for Understanding

- **Why is it important to save trees?** *Comprehension* (They affect the weather and climate. They are used for making paper and other basic items.)
- **What could cause Earth's climate to change?** *Comprehension* (cutting down too many trees)
- **What can you do to help save trees?** *Analyze* (I can plant trees and clean up forests. I can recycle paper goods.)

Have students work as partners to explain a cause and effect in the story. Have them share their answers when they are finished.

RETEACH Use Reteach Blackline Master page 41 to provide additional support or practice with cause and effect. Have students fill in the effects of cutting and burning down trees using the passage "Seeing the Trees for the Forest."

15 min.

Extra Practice

FLUENCY PRACTICE

Read with Expression
Materials: Fluency Books

Explain to students that good readers use expression when reading. Model reading a sentence using good expression. Have partners reread a passage in the Fluency Books to each other using good expression so that their reading sounds like natural speech.

VOCABULARY

Homophones
Write some homophones as examples on the board. Go over them with students.

Ask to come up with some homophones that haven't been discussed and write them on a sheet of paper. If time permits, have students draw pictures of each homophone.

Adventure Checkpoint

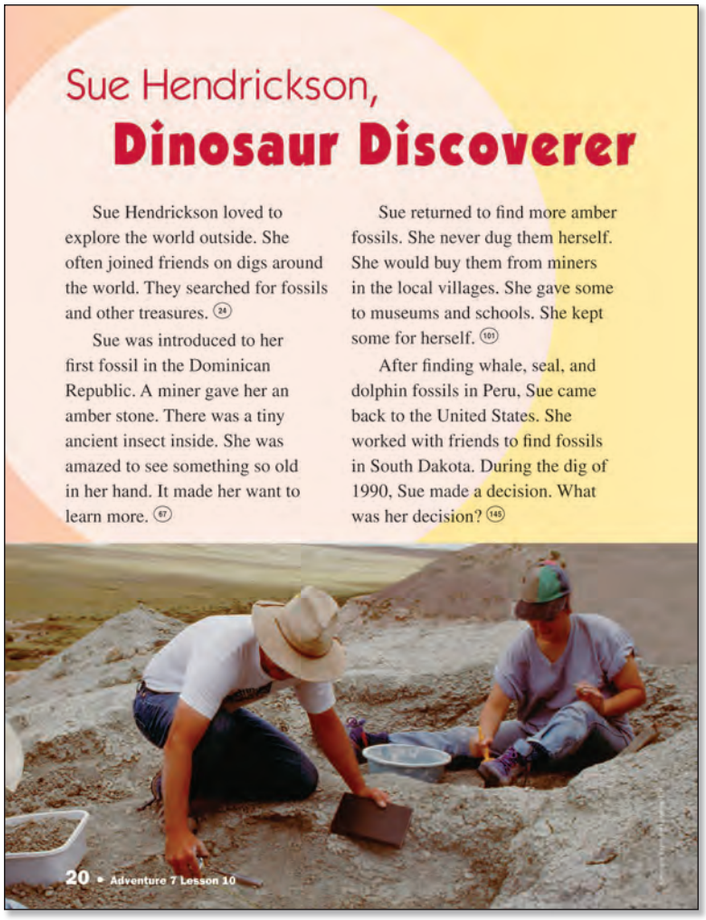
30 min.

PROGRESS MONITORING

Progress Monitoring measures are additional Vital Indicators of Progress (VIP) probes used to monitor progress on the key indicators as measured by Reading Connected Text (RCT). These quick probes can be administered on a biweekly basis for struggling students or monthly for emerging students. Refer to the Assessment Teacher's Guide for appropriate measures for targeted skills. Administer these at the end of each Adventure for struggling students and on a monthly (every other Adventure) basis for emerging students. Instructions for administration, scoring, and recording are located in the Assessment Teacher's Guide and Student Assessment Books.

These VIP measures provide data points to evaluate the response to instruction and intervention, thereby providing additional information to track student progress along the desired trajectory. If three data points fall consecutively below the trajectory, instructional adjustments should be made to elicit a faster rate of progress. Adjustments range from Reteach opportunities, Extra Practice, Adventure Centers, grouping, extended time, and changes to the instructional level.

Consider Reteach activities and additional practice for students who are struggling by focusing on phonics skills for reinforcing basic, then advanced decoding strategies; building automaticity with sight words; and building fluency with repeated reading for students with low RCT scores.



Sue Hendrickson,

Dinosaur Discoverer

Sue Hendrickson loved to explore the world outside. She often joined friends on digs around the world. They searched for fossils and other treasures. (24)

Sue was introduced to her first fossil in the Dominican Republic. A miner gave her an amber stone. There was a tiny ancient insect inside. She was amazed to see something so old in her hand. It made her want to learn more. (87)

Sue returned to find more amber fossils. She never dug them herself. She would buy them from miners in the local villages. She gave some to museums and schools. She kept some for herself. (101)

After finding whale, seal, and dolphin fossils in Peru, Sue came back to the United States. She worked with friends to find fossils in South Dakota. During the dig of 1990, Sue made a decision. What was her decision? (145)

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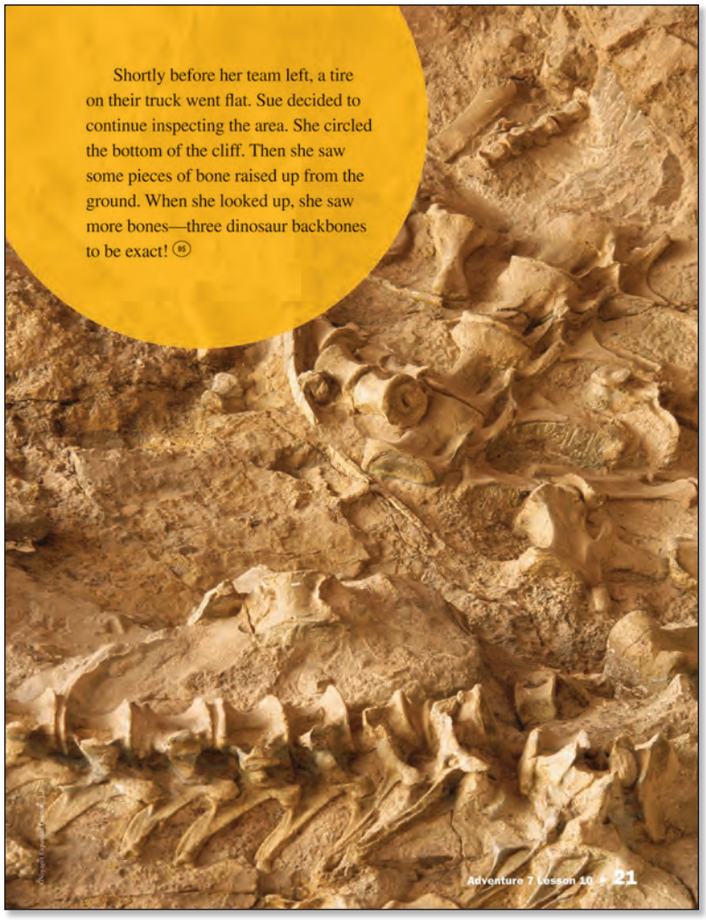
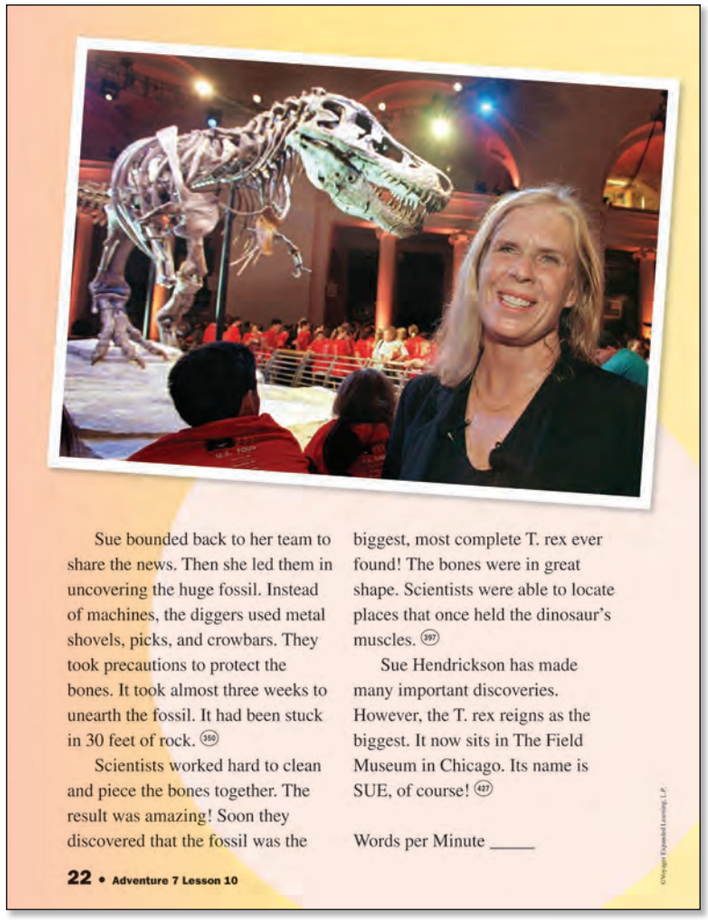
Before Reading (5 min.)

Preview

Direct students to page 20 in the Student Book. **Remember to preview the passage before reading. Skim the text for subheadings and any special words or phrases. Use this information to think of what you might read in the text.**



Shortly before her team left, a tire on their truck went flat. Sue decided to continue inspecting the area. She circled the bottom of the cliff. Then she saw some pieces of bone raised up from the ground. When she looked up, she saw more bones—three dinosaur backbones to be exact! 95



Sue bounded back to her team to share the news. Then she led them in uncovering the huge fossil. Instead of machines, the diggers used metal shovels, picks, and crowbars. They took precautions to protect the bones. It took almost three weeks to unearth the fossil. It had been stuck in 30 feet of rock. 350

Scientists worked hard to clean and piece the bones together. The result was amazing! Soon they discovered that the fossil was the biggest, most complete T. rex ever found! The bones were in great shape. Scientists were able to locate places that once held the dinosaur's muscles. 397

Sue Hendrickson has made many important discoveries. However, the T. rex reigns as the biggest. It now sits in The Field Museum in Chicago. Its name is SUE, of course! 427

Words per Minute _____

Read aloud the test-taking tip and instructions for the assessment. Make sure that students understand the instructions. Remind them that they will complete the assessment independently.

Test-Taking Tip

If you have trouble answering a question, look for key words in the story that match words in the question. Reread those sections of the story until you find the correct answer.

During Reading (10 min.)

Instruct students to read the passage silently.

Adventure Checkpoint

Comprehension Assessment

Read "Sue Hendrickson, Dinosaur Discoverer" to answer the following questions. Circle the best answer. Use complete sentences when answering the in response question.

Facts and Details

1. What does a person do on a dig?
   A. make a space for a museum
   B. search for fossils or other treasures
   C. use crowbars to break apart bones
   D. bury valuable items

Facts and Details

2. Why did Sue return to the Dominican Republic?
   A. She thought the miners were nice.
   B. She wanted to find more amber fossils.
   C. She wanted to visit the museum.
   D. She left her crowbar there.

Facts and Details

3. Which of the following fossils were not a part of Sue's discoveries?
   A. whale
   B. seal
   C. dog
   D. dolphin

Sequencing

4. Sue decided to keep inspecting the area after _____.
   A. the tire on the truck went flat
   B. she heard a noise
   C. her boss told her to keep looking
   D. she decided to go for a walk

Facts and Details

5. Why did the diggers use picks, shovels, and crowbars to uncover the T. rex?
   A. Their machines needed batteries.
   B. They did not want to ruin the fossil.
   C. They wanted to play in the dirt.
   D. The machines were too heavy to carry.

Facts and Details

6. Why do you think Sue's discovery was so special?
   A. She worked really hard.
   B. It was the strongest T. rex found in the Dominican Republic.
   C. It was found in South Dakota.
   D. It was the biggest and most complete T. rex fossil ever found.

Adventure 7 Lesson 10 • 23

Vocabulary Assessment

Read each sentence. Choose the correct answer.

1. If something makes you *squeamish*, you feel _____.
   A. excited
   B. silly
   C. uncomfortable
   D. forgetful

2. A synonym for *consume* is _____.
   A. die
   B. eat
   C. give up
   D. outfit

3. If you employ someone, you are the _____.
   A. boss
   B. worker
   C. sister
   D. coach

4. To a baby who can't read, letters are just _____.
   A. reign
   B. sustain
   C. nonsense
   D. discovered

5. Marisol wanted to sustain the baby bird after it fell from its nest. Which word or phrase could be used in place of the underlined text?
   A. look at
   B. damage
   C. ignore
   D. keep alive

6. An antonym for *conserve* is _____.
   A. grow
   B. notice
   C. support
   D. use up

In Response

Pretend you are writing a story about Sue Hendrickson for your town's newspaper. Write sentences on your paper using facts from the story to describe Sue's discovery of the T. rex.

_____

_____

_____

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After Reading (10 min.)

Have students complete the Comprehension and Vocabulary Assessments based on the passage on Student Book pages 23 and 24.

FLUENCY Have students reread the passage or do a 1-minute timed reading if time permits. Instruct students to use the word count at the end of each paragraph and record their words per minute at the end of the passage.

Adventure Wrap-Up (2 min.)

In this Adventure, we learned how various choices can affect the lives of people and other living things in the environment. Imagine if Sue Hendrickson had been too tired to go exploring the day her truck had a flat tire. Imagine what might happen if people continue cutting down all the trees. How would the world be different? How would things be different if the characters and people in the stories we read had made other choices?

Have students turn to their Adventure Checkpoint Map to track their own progress. Allow students who participated in the Adventure and are moving toward proficiency in reading to stamp their Adventure Checkpoint Map with the *Voyager Passport* stamp. Celebrate the completion of an Adventure. Students can earn additional stamps if their fluency rate has increased by two or more words since the last measurement.

Home Connection (3 min.)

Distribute the Home Connection Blackline Master page 42 in the Student Book and briefly review cause and effect. Have students reread the passage or excerpt on the page. Encourage students to reread the passage to family members and friends at home.

ENGLISH LANGUAGE LEARNERS

Stop throughout the reading to summarize and clarify information.

RETEACH

For students who answered less than half of the questions correctly, use one or more of the following suggestions for reteach opportunities. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Discuss the correct answers to each question and refer students to the passage as needed.
- Clarify any confusing vocabulary words that might have led to the incorrect response.
- Use the Reteach Blackline Masters for Lessons 1–9 to provide additional opportunities to practice key skills.
- Reteach specific lesson components with no more than three students to increase opportunities to respond and provide immediate feedback.

INDEPENDENT PRACTICE

For students who answered more than half of the questions correctly, have them complete one of the following suggestions for independent practice:

- A Fluency Timed Reading on the Lesson 10 passage to monitor their fluency progress
- One or more of the Adventure Centers located at the end of this Adventure
- Rereading previously read stories and retelling the passage to each other

Adventure Centers

Adventure Centers provide additional opportunities for students to review and extend learned skills. The activities may be completed as a small group, with partners, or individually. Review the activities, selecting one that would benefit your students at this time.

FLUENCY

What's the Genre?

Demonstrate reading styles appropriate to various genres.

1. Select several passages with a range of genres from this and previous Adventures. Review the reading styles appropriate to the genres selected.
2. **Student 1: Choose a passage from the selection and read it aloud to your partner, using the appropriate style.**
3. **Student 2: Identify the genre and provide reasons for your choice.**
4. **Partners switch roles and repeat.**

WORD STUDY

Word Anagrams

Combine sound components to build new words.

Materials: letter squares

1. **Select the following from the letter squares: *a, e, i, o, u, c, m, n, d, g, h, w.***
2. **Make a word by combining any of these letter squares and write the word on paper.**
3. **Then, create new words by rearranging the same letters, adding new letters, or replacing the letters in the first word.**
4. **Write each new word you create and share with the group, looking for similar words.**

VOCABULARY

What's the Right Word?

Use context clues to determine word meanings.

Materials: Fluency Books, write-on boards

1. **Select a sentence from your Fluency Book.**
2. **Write the sentence on your write-on board, leaving out one or more key words, such as descriptive and action words.**
3. **Give your partner three chances to guess the right word. Use context clues to help you determine possible choices.**
4. **Then, switch roles and continue to guess the right words.**

The Voyager online reading program provides additional opportunities for your students to build fluency, vocabulary, and comprehension skills independently. Use classroom computers to set up a Technology Adventure Center for your students.

LISTENING AND SPEAKING

Check My Style

Read and listen to grade-level text.

Materials: Fluency Books

1. **Choose a passage from your Fluency Book.**
2. **Read the passage aloud to your partner with expression.**
3. **Switch roles and repeat. Check each other's reading for expression and a style appropriate to the passage.**

WRITING

My Choice

Write using narrative text features.

1. Briefly review the key elements of narrative text (i.e., plot, setting, character).
2. **Review some of the passages in this Adventure and think about a choice you have made in your life.**
3. **Write about the choice you made—was it hard or easy? What caused you to make the choice? How did you feel about it then and now?**
4. **Turn in your work.**

SOCIAL STUDIES CONNECTION

What I Choose

Determine the main idea or essential message in a grade-level text and apply it to what is known.

1. **Think about the choices that you make everyday: What will you wear? What will you eat? Where will you go and with whom? How will you act toward friends, family, teachers, and neighbors?**
2. **Then write an expository passage about some of these choices and the effect they have on you and those around you. For example, what do your clothes say about who you are? Who do you choose as friends and why? How does the food you eat affect your health?**

Adventure 8

Water, Water Everywhere

Adventure at a Glance

Lesson 1

Word Works
Suffixes: *-tion, -sion, -ion*

Read to Understand
Building Background Knowledge
Expository Text Features

Extra Practice
Fluency: 3 Read
Advanced Word Study

Lesson 2

Word Works
Review Suffixes: *-tion, -sion, -ion*

Read to Understand
Building Background Knowledge
Main Idea
Expository Text Features

Extra Practice
Fluency: Timed Reading
Writing in Response to Reading

Lesson 3

Word Works
Contractions

Read to Understand
Activating Prior Knowledge
Implicit Main Idea
Main Idea

Extra Practice
Fluency: 3 Read
Writing in Response to Reading

Lesson 4

Word Works
Review Contractions

Read to Understand
Activating Prior Knowledge
Implicit Main Idea
Expository Text Features
Implicit Main Idea

Extra Practice
Fluency: Read with Expression
Vocabulary

Lesson 5

Adventure Checkpoint
Quick Check
Advanced Word Study
Vocabulary Check
Comprehension Check
Fluency: Timed Reading
Home Connection

Lesson 6

Word Works
Suffix: *-ive*

Read to Understand
Previewing Text
Vocabulary: CPR
Implicit Main Idea

Extra Practice
Fluency: 3 Read
Vocabulary

Lesson 7

Word Works
Review Suffix: *-ive*

Read to Understand
Building Background Knowledge
Implicit Main Idea
Making Inferences

Extra Practice
Fluency: Timed Reading
Making Inferences

Lesson 8

Word Works
Review Open and Closed Syllables

Read to Understand
Previewing Text
Making Inferences
Expository Text Features

Extra Practice
Fluency: 3 Read
Writing in Response to Reading

Lesson 9

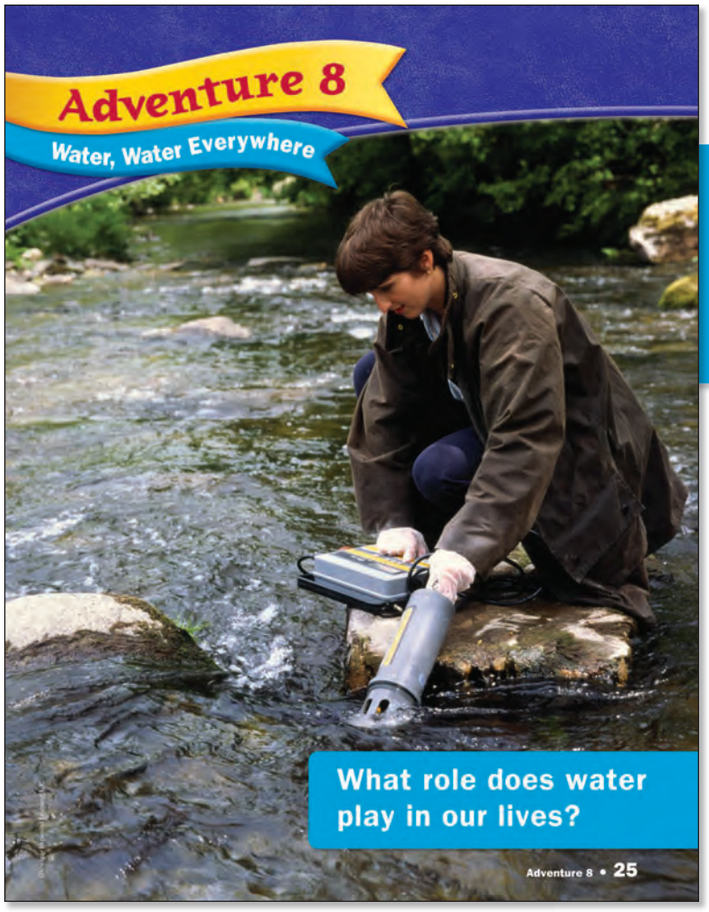
Word Works
Review Open and Closed Syllables

Read to Understand
Building Background Knowledge
Making Inferences
Checking for Understanding

Extra Practice
Fluency: Read with Expression
Vocabulary

Lesson 10

Adventure Checkpoint
Progress Monitoring
Comprehension Assessment
Vocabulary Assessment
In Response
Fluency: Timed Reading
Adventure Wrap-Up
Home Connection



Adventure Starter

Building Background Knowledge

In this Adventure, titled *Water, Water Everywhere*, we'll explore the role of water in our lives. The need to keep water clean, the ability to supply it to all who need it, and understanding how water can be a destructive force are important to the health of all of us and the planet.

Probing Question

What role does water play in our lives?

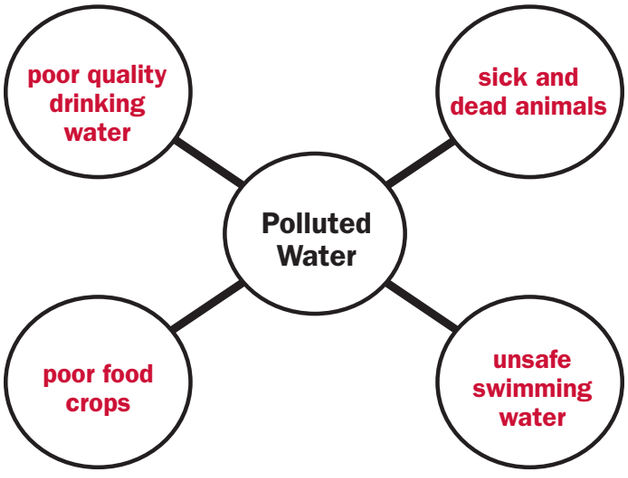
Read the probing question aloud.

Turn to page 25 in your Student Book and look at the picture. What do you think this woman is doing? (Answers will vary.)

What happens if the water we drink is polluted? Is it the same for animals and plants? Why? (Answers will vary.)

Draw the graphic organizer on the board and write *polluted water* in the center. Have students brainstorm the problems polluted water can cause. Write their answers in the remaining circles.

Discuss how clean water is necessary to the health of ecosystems around the world.



Science Connection: The Role of Water on Our Planet

Word Works

5 min.

2-MINUTE WARM-UP

Compound Words

Write the compound word *saltwater* on the board. (*Saltwater* is a compound word as an adjective. *Salt water* is the noun.) **Remember, you can read a longer word more easily when you divide it into parts.**

Underline the first syllable, *salt*. **Read this word part.** (salt) Point to the remaining syllables. **What is this word part?** (water) **Put the word parts together. What is the word?** (saltwater)

***Saltwater* describes things that either live in or have a mixture of salt and water. *Saltwater* items are usually found in the sea or ocean.**

Repeat with the following words: *seafood, freshwater, cannot, underground*, and *everything*.

Have students read the list of words in a way that sounds like natural speech to build fluency.

SCIENCE CONNECTION

Have students check your town or city's Web site for information on drinking water in your area. Encourage students to use those Web sites to figure out where drinking water and wastewater is stored in your community. Help students identify those locations on a map of your town or city.

TEACHER TIPS

Provide students with sticky notes to record questions, comments, and connections.

Advanced Word Study (5 min.)

Suffixes: *-tion, -sion, -ion*

Write *-tion* and *-sion* on the board. **These word parts are suffixes. The sound for these suffixes is /shən/. Say the sound for the suffixes.** (/shən/) Write *-ion* on the board. **This suffix is used when a word already ends in a *t* or an *s*. By joining with the *t* or *s*, this suffix also says /shən/.**

Write the word *subtraction* on the board. Underline the root word *subtract-*. **What is this word?** (subtract) **What is the suffix?** (-ion) **What sound does the suffix *-ion* make when it joins the *t*?** (/shən/) **What is the word with the suffix?** (subtraction)

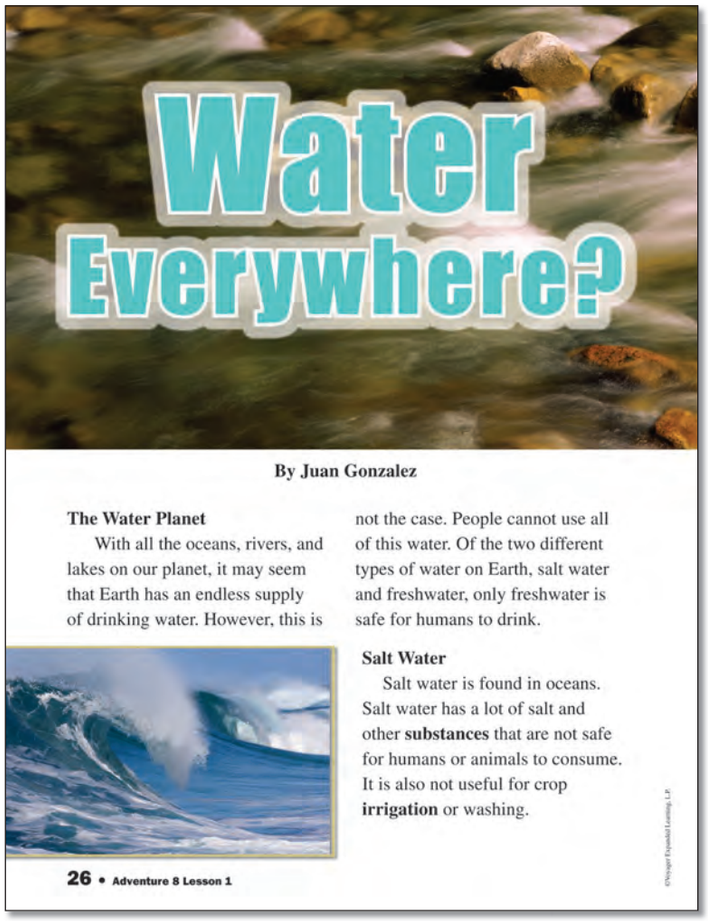
The suffix *-tion* means "the act or way of doing something" or "something that is related to the act of something." The word *subtraction* means "the act of subtracting or calculating."

Use the same procedure to introduce the following words: *decision, protection, discussion, irrigation*, and *action*.

RETEACH Remind students that the suffix *-tion* will sometimes turn an action word into a naming word. Work with them to change the following verbs to nouns: *define* (definition), *transport* (transportation), and *relax* (relaxation).

Read to Understand

25 min.



Water Everywhere?

By Juan Gonzalez

The Water Planet

With all the oceans, rivers, and lakes on our planet, it may seem that Earth has an endless supply of drinking water. However, this is not the case. People cannot use all of this water. Of the two different types of water on Earth, salt water and freshwater, only freshwater is safe for humans to drink.

Salt Water

Salt water is found in oceans. Salt water has a lot of salt and other **substances** that are not safe for humans or animals to consume. It is also not useful for crop **irrigation** or washing.

26 • Adventure 8 Lesson 1

Before Reading (5 min.)

Building Background Knowledge

People use water for many things. We drink it, we bathe in it, and sometimes we play in it. What else do we do with water? (Possible responses: water our plants, feed animals, build things) **Today we will read about where our water comes from. We will also discover ways to conserve or save water. Why do you think we need to save water?** (Answers will vary.)

Vocabulary Introduction

Before we read together, let's look at some words you should know to help you read the passage.

Write the list of vocabulary words on the board.

Read the words to students, pointing to each word as it is read.

Read the words with me.

Point to each word and then say the word and its meaning.

What is the word for "materials that things are made of"? (substances)

Let's see how *substances* is used in a sentence. Read the sentence aloud to students.

Repeat the procedure for the remaining words.

Vocabulary

substances	materials that things are made of **Some of the *substances* in salad dressing are oil and vinegar.**
irrigation	bringing water to a place that needs it **The farmers used different *irrigation* systems for watering their crops.**
eventually	finally, or at the end of a process **Winter seems long, but spring will *eventually* arrive.**
discussion	a conversation or talk **Our class had a *discussion* about respecting others.**

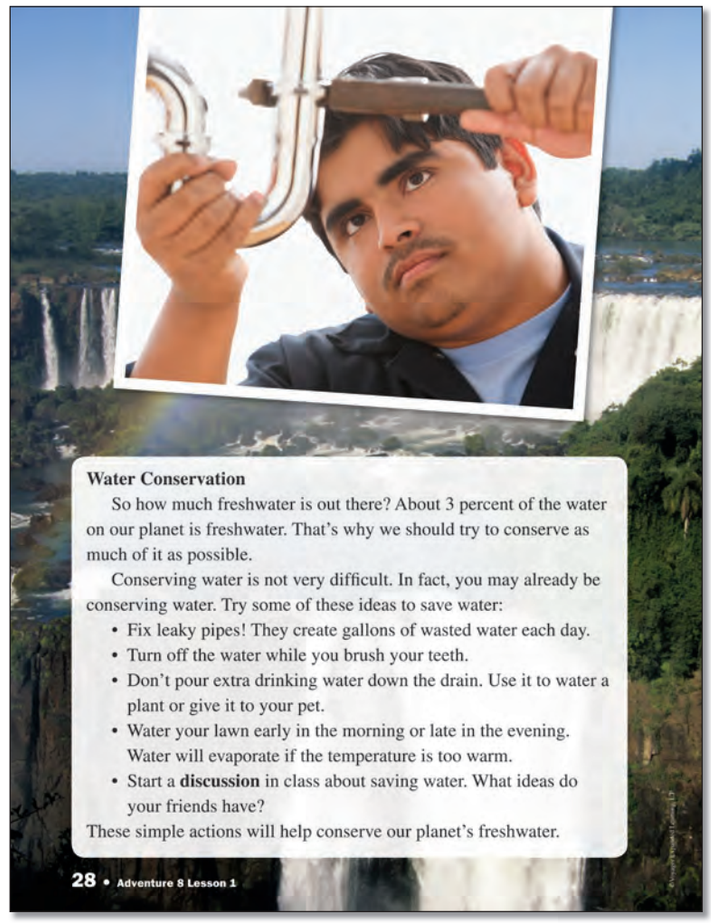
Freshwater on Land

Freshwater collects when it rains or when snow melts. The water that falls on rocks and soil runs into streams. The streams run together and form rivers. All the land that water runs off is a watershed. Each watershed has a basin, or place where the water **eventually** goes.

Freshwater Underground

There is also water underground. People use wells to bring up this water. It is stored in aquifers, large rocks that hold water. The Florida Aquifer is huge. It stretches into Georgia, South Carolina, and Alabama!

Adventure 8 Lesson 1 • 27



Water Conservation

So how much freshwater is out there? About 3 percent of the water on our planet is freshwater. That's why we should try to conserve as much of it as possible.

Conserving water is not very difficult. In fact, you may already be conserving water. Try some of these ideas to save water:

- Fix leaky pipes! They create gallons of wasted water each day.
- Turn off the water while you brush your teeth.
- Don't pour extra drinking water down the drain. Use it to water a plant or give it to your pet.
- Water your lawn early in the morning or late in the evening. Water will evaporate if the temperature is too warm.
- Start a **discussion** in class about saving water. What ideas do your friends have?

These simple actions will help conserve our planet's freshwater.

28 • Adventure 8 Lesson 1

During Reading (15 min.)

Expository Text Features

Turn to page 26 in your Student Book. We will read a passage about Earth's water. Before we read together, let's look at some words you should know to help you read the passage on your own. Write the words *Georgia, South Carolina, Alabama, Florida,* and *aquifer* on the board and read them aloud. Have students find each word or phrase in the text and quickly repeat it after you.

Have students read the text chorally. Stop at different points to discuss what you've read. Then introduce expository text features. **Expository text often includes pictures, bolded titles, and headings. It may also include charts, maps, and bullets. This text contains bullets.**

Look at page 28. What do you notice about the sentences on this page? (There are dots in front of the sentences.) **These dots are called bullets. They make information easier to understand. What kind of information is listed in this bulleted list?** (water-saving tips)

Write *pictures, headings, charts, maps,* and *bullets* on the board and have students copy these words onto a separate sheet of paper. Have students reread the passage with a partner. Tell partners that each time they come across an expository feature in the text, they should make a tally mark next to the appropriate word on their sheet of paper.

FLUENCY Explain to students that reading should sound like you are speaking. Read a paragraph modeling rate and accuracy. Have them pay attention to punctuation marks.

- Remind students to pause at commas.
- When students see a question mark, their voices should rise.
- When students see an exclamation point, they should sound excited.

RETEACH To reinforce the importance of bullets and diagrams, have students compare a bulleted list to a paragraph. Work with students to note major differences.

After Reading (5 min.)

Expository Text Features

Discuss with students why a writer might use a bulleted list. **A bulleted list is a way to organize your ideas. If you have a list of ideas, they might be clearer if you put them into a bulleted list. That way, the reader can see each item in the list clearly. The reader can also see how many items are in the list.**

What types of information are usually bulleted? (lists of materials you need for a project, shopping lists, long lists that would be confusing in paragraph form, other short pieces of information that don't need wordy explanations)

Ask students to identify the bulleted list in the passage. **Why do you think the writer of this passage used a bulleted list?** (Possible response: to organize information without using many words)

Have students work with a partner to create a bulleted list of saltwater animals.

ELL ENGLISH LANGUAGE LEARNERS

Emphasize to English Language Learners the importance of using pictures and diagrams. If English Language Learners do not understand words in a passage, they may be able to look at visual representations of the text to understand what is happening in the passage.

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then, tell each other about the story you read.**

ADVANCED WORD STUDY

Write the following words on the board: *persuasion, combination, definition, imitation*. Have students work in pairs to identify the suffix of each word and find its base word, using a dictionary or other reference materials if necessary. Then have students use each word in a sentence.

Word Works

5 min.

2-MINUTE WARM-UP

Sight Words

Write the word *already* on the board. **I'll read this word. This word is *already*. What is this word?** (already)

Let's read the word again. (already)

Repeat with *phrase, everyone, quite, type, temperature, soil,* and *within*.

SOCIAL STUDIES CONNECTION

Ryan Hreljac started raising money to build wells in Africa after he learned that people would die without access to clean drinking water. He was six years old at the time. Work with students to identify the most important reasons that companies should support his foundation, the Ryan's Well Foundation. Have students write letters to local businesses in support of the foundation. Tell students to explain in their letters why having access to clean drinking water is important.

TEACHER TIPS

To encourage students to develop an interest in conserving water, have students bring in real-world examples of water-saving ideas. You may wish to create a special bulletin board to display these examples.

Advanced Word Study (5 min.)

Review Suffixes: *-tion, -sion, -ion*

Write the word *pollution* on the board.

This word is *pollution*. What is this word? (pollution)

Most *pollution* is the result of waste from factories and gas stations.

Pollution has the suffix /shən/ spelled *t-i-o-n*. Underline the suffix *-tion*.

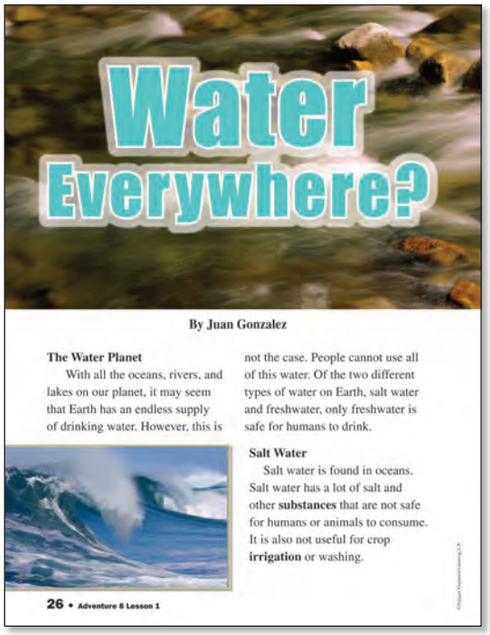
Repeat with the words *production, discussion, opinion, tension,* and *selection*.

Have students read the list of words in a way that sounds like natural speech to build fluency.

RETEACH To reinforce the /shən/ sound, have students circle the /shən/ sound in each of the words.

Read to Understand

25 min.



Water Everywhere?

By Juan Gonzalez

The Water Planet

With all the oceans, rivers, and lakes on our planet, it may seem that Earth has an endless supply of drinking water. However, this is not the case. People cannot use all of this water. Of the two different types of water on Earth, salt water and freshwater, only freshwater is safe for humans to drink.

Salt Water

Salt water is found in oceans. Salt water has a lot of salt and other **substances** that are not safe for humans or animals to consume. It is also not useful for crop **irrigation** or washing.

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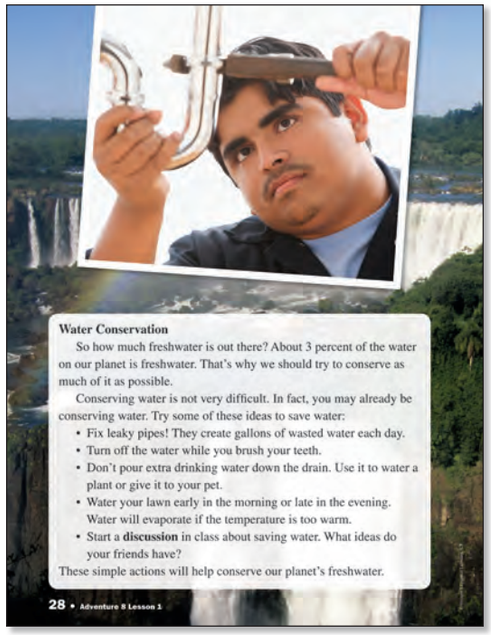
Freshwater on Land

Freshwater collects when it rains or when snow melts. The water that falls on rocks and soil runs into streams. The streams run together and form rivers. All the land that water runs off is a watershed. Each watershed has a basin, or place where the water **eventually** goes.

Freshwater Underground

There is also water underground. People use wells to bring up this water. It is stored in aquifers, large rocks that hold water. The Florida Aquifer is huge. It stretches into Georgia, South Carolina, and Alabama!

Adventure 8 Lesson 1 • 27



Water Conservation

So how much freshwater is out there? About 3 percent of the water on our planet is freshwater. That's why we should try to conserve as much of it as possible.

Conserving water is not very difficult. In fact, you may already be conserving water. Try some of these ideas to save water:

- Fix leaky pipes! They create gallons of wasted water each day.
- Turn off the water while you brush your teeth.
- Don't pour extra drinking water down the drain. Use it to water a plant or give it to your pet.
- Water your lawn early in the morning or late in the evening. Water will evaporate if the temperature is too warm.
- Start a **discussion** in class about saving water. What ideas do your friends have?

These simple actions will help conserve our planet's freshwater.

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Before Reading (5 min.)

Building Background Knowledge

We read about different types of water and things we can do to conserve water. Name five ways we use water each day. (Possible responses: to drink it, water plants, wash our hands, wash dishes, cook foods) Write student responses in a bulleted list on the board. **How can we do a better job to conserve water at school?** (Possible response: turn off leaky faucets)

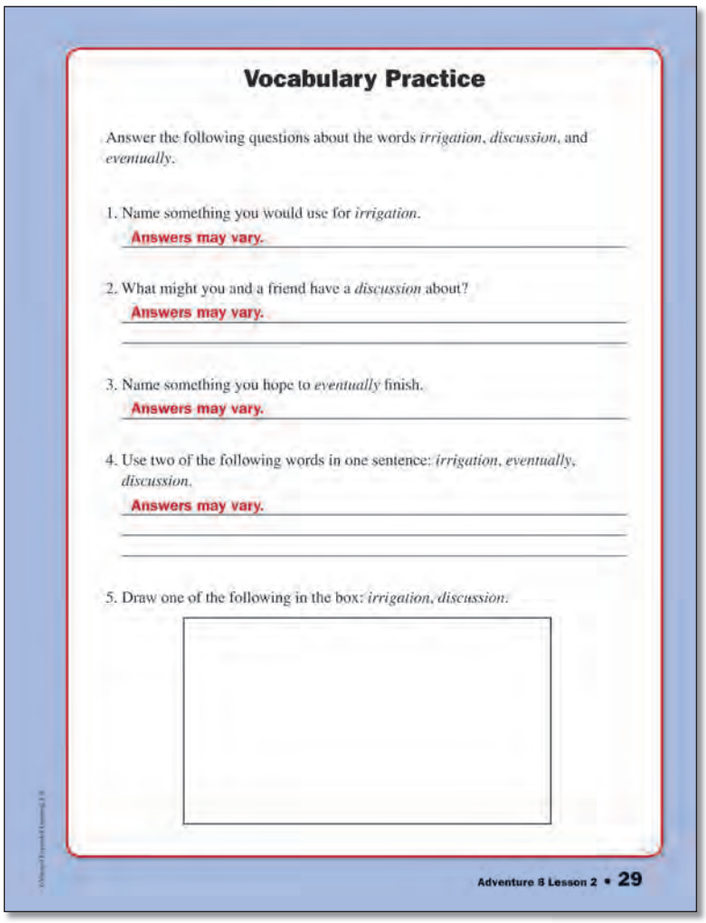
Vocabulary Review

Have students write the vocabulary words and definitions on separate index cards. Assign partners. **Choose one word. Give two to three clues that can help your partner guess the word you are thinking about. For example, if your word is *freeze*, you might say "You do this to foods to keep them fresh." or "Your toes might feel like they will do this on a snowy day." Take turns giving clues and guessing. Use each word at least one time.**

Have students write the words in their vocabulary logs.

Vocabulary

substances	materials that things are made of **Some *substances* are shiny and some are dull.**
irrigation	bringing water to a place that needs it **Farmers were not allowed to have any crop *irrigation* during the drought.**
eventually	finally, or at the end of a process **I hope I will *eventually* win a contest.**
discussion	a conversation or talk **Let's have a *discussion* about our opinions of this book.**



Vocabulary Practice

Answer the following questions about the words *irrigation*, *discussion*, and *eventually*.

1. Name something you would use for *irrigation*.
   Answers may vary.
2. What might you and a friend have a *discussion* about?
   Answers may vary.
3. Name something you hope to *eventually* finish.
   Answers may vary.
4. Use two of the following words in one sentence: *irrigation*, *eventually*, *discussion*.
   Answers may vary.
5. Draw one of the following in the box: *irrigation*, *discussion*.

Adventure 8 Lesson 2 • 29

Have students turn to page 29 in the Student Book and complete the activity by answering questions about the vocabulary words.

During Reading (10 min.)

Main Idea

Write the word W–I–N on the board. Help students use the W–I–N strategy to find the main idea of the first section of the passage, The Water Planet. Ask the following questions:

- Point to the letter *W*. **What does the *W* of the W–I–N strategy stand for?** (who or what) ***Who* or *what* is the first section mainly about?** (Earth's water)
- **What does the *I* of the W–I–N strategy stand for?** (important information) **What is the most important *information* in the first section?** (There seems to be an endless supply of water, but there is not that much water because humans can only drink freshwater.)
- **What does the *N* of the W–I–N strategy stand for?** (Number—smallest *number* of words possible) **How would you say the information from the first section in the smallest *number* of words?** (Possible answer: Freshwater is the only water safe for humans to drink.)

Have students reread The Water Planet to see if the paragraph's main idea is stated or unstated. **Is the main idea stated or unstated in the first section of the passage?** (stated—"Of the two different types of water on Earth, salt water and freshwater, only freshwater is safe for humans to drink.") Have students underline the main idea sentence.

Expository text often includes pictures, bolded titles, and headings. It may also include charts, maps, and bullets. This text contains bullets. Why are bullets used? (They make information easier to understand.)

RETEACH Use Reteach Blackline Master page 43 to provide additional support or practice with understanding expository text features.

FLUENCY Model reading the sentence "Fix leaky pipes!" for students. Show how the exclamation point puts extra emphasis on each word in the sentence. Then model reading the sentence "What ideas do your friends have?" for students. Show how the question mark puts stress on the last two words in the sentence and raises the tone.

ELL ENGLISH LANGUAGE LEARNERS

Point out that punctuation marks are only used at the end of the sentence in English. Some other languages, such as Spanish, may have some punctuation marks at both the beginning and the end of the sentence.

After Reading (10 min.)

Main Idea

There are five sections of the passage. The students found the main idea statement in the first section of the passage. Have students work in pairs to give the main idea for each of the remaining sections of the story. Then write the name of each section on the board (Salt Water, Freshwater on Land, Freshwater Underground, and Water Conservation) and ask them the following questions for each section:

- **What is the main idea of each section?** *Comprehension* (Answers will vary.) Write the brainstormed main idea on the board.
- **Is the main idea stated or unstated?** *Analysis* (Answers will vary.) If the main idea is stated, have students underline it.

15 min.

Extra Practice

FLUENCY PRACTICE

Timed Reading

Materials: Fluency Books

Distribute the Fluency Books.

1. **Quickly read the story to yourself and make sure you know all the words.**
2. **Tell your partner to start the timer and call "time" after 1 minute.**
3. **Read carefully and stop when your partner calls "time." Mark the place where you stopped.**
4. **Count the number of words you read.**
5. **In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.**
6. **Switch roles with your partner.**

WRITING IN RESPONSE TO READING

Have students choose one of the following topics to use as the basis for a paragraph:

How people can reuse water

How people can keep lakes and rivers clean

Have students write at least five sentences about their topic. Encourage them to use as many vocabulary words as possible in their paragraphs.

Word Works

5 min.

2-MINUTE WARM-UP

Words with *ie*

Write the letters *ie* on the board. **These letters can make different sounds in words. The letters *ie* can say /ī/ as in *tie* or /ē/ as in *series*.**

Write *series* on the board. **What is this word?** (series) Underline the letter combination *ie* in the word *series*.

What sound do these letters make? /ē/

Write the words *field, cookie, thief, believe, collie,* and *brief* on the board. Have volunteers underline the letter combination *ie* in each word. Then have students read the list aloud.

ASSESSMENT

For quick assessment, quiz students orally on the main idea or important details from the passage. Make quick notes on which students need more practice.

Advanced Word Study (5 min.)

Contractions

Write the words *I am* on the board. **What are these words?** (I am)

Sometimes, we can put two words together and make them into one word. Write *I* and *am* next to each other so that they read *Iam*.

Okay, we've put our two words together, but *Iam* isn't a word. We have to make it into a contraction. A contraction is a shortened form of a word or phrase. To make a contraction, we'll cut a letter out of the word and replace it with an apostrophe, like this. Erase the letter *a* from *Iam* and replace it with an apostrophe to create the word *I'm*.

This is the word *I'm*. It means the same thing as *I am*, but it's a little shorter. For example, I could say, *I am going to the store*. I could also say, *I'm going to the store*. Both sentences mean the same thing.

Write the words *are not, do not, would not, you are, you will, she is,* and *cannot* on the board. Show students how to put each pair of words together to create the contractions *aren't, don't, wouldn't, you're, you'll, she's,* and *can't*.

RETEACH **When you see an apostrophe in a word, it often means that a letter is missing. The apostrophe is holding the place of the missing letter.** Give students index cards with apostrophes drawn on them. Write *arenot, youwill,* and *youare* on the board and have students put the apostrophe over the letter or letters that are replaced in each word.

Read to Understand

25 min.

Springtime in Florida

Where can you find alligators, manatees, big underground rocks, swimmers, divers, and one billion gallons of water? If you **aren't** sure, try looking for the answer in one of Florida's springs.

What's a Spring?

A spring is a place where water bubbles out of the ground. Florida has at least 320 springs. (There may be even more springs we don't know about!) Some springs are just trickles of water. Others form large pools. For example, Wakulla Spring is more than 100 feet deep. On some days, one billion gallons of water come out of the spring. That's enough to fill up nearly 70,000 milk jugs every minute!

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Before Reading (5 min.)

Activating Prior Knowledge

Ask students to list a few different bodies of water. (lake, ocean, river, stream) Then ask the following questions:

- **Have you ever been to an ocean, lake, or river?**
- **What was it like?**
- **What activities can you do in the water?** (Possible responses: swim, boat, fish)
- **What sorts of animals live in the water?** (Possible responses: fish, whales, frogs, turtles)

Have students turn to page 30 in the Student Books and preview the text by reading the title and looking at the illustrations. Show students a picture of a spring in the text. **This is a spring. Does it look like other bodies of water you know?** (Answers will vary.)

Vocabulary Introduction

Write the list of vocabulary words on the board.

Read the words to students, pointing to each word as it is read.

Read the words with me. Point to each word, then say the word and its meaning. **What is the word for "change from liquid into steam"?** (evaporate) **Let's see how *evaporate* is used in a sentence.** Read the sentence aloud to students.

Repeat this procedure for the remaining words.

Vocabulary

aren't	are not **People *aren't* able to breathe under water.**
evaporate	change from liquid into steam **As the weather gets hotter, a puddle *evaporates*.**
precipitation	water falling as rain or snow **I could see light *precipitation* falling on the windshield of the car.**
diverse	made up of many different things **Our class is *diverse* because we all come from different places.**

RETEACH Give students visual examples that illustrate the vocabulary words. Draw a *diverse* group of animals on the board. If possible, demonstrate how liquid *evaporates* as it gets warmer by heating a mug of water.

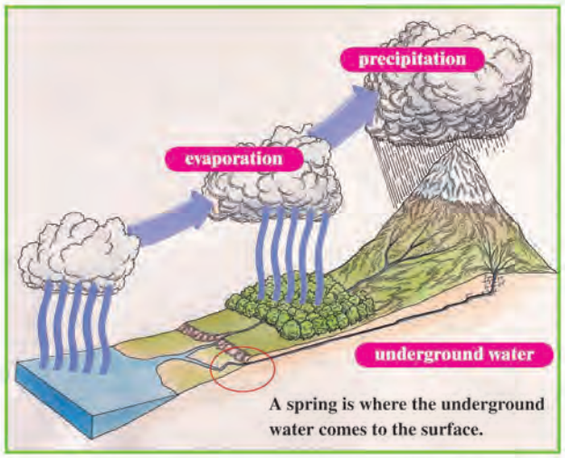
ELL ENGLISH LANGUAGE LEARNERS

Have English Language Learners repeat each vocabulary word several times after you say it.

From Sky to Ground

Where does all that water come from? It isn't magic. A series of steps brings water to a spring. First, Earth's water is heated by the sun. It **evaporates** and rises into the air. Then it forms into clouds. After a while, it returns to Earth as rain or snow, called **precipitation**. Most water falls into the ocean or onto fields, but some falls on aquifers. They collect the rain and store it under the ground.

The water that fills Florida's springs comes from as far west as the Gulf of Mexico and as far east as Georgia! It flows in underground rivers through large spaces in the rock. Water doesn't stay within the aquifer forever, though. It flows out through cracks in the rock. That's how springs are formed.



A spring is where the underground water comes to the surface.

Home and Vacation Spot

The springs are full of wildlife. Alligators, turtles, birds, and other types of animals live near Florida's springs. Even manatees visit the warm springs during the winter. You wouldn't believe how **diverse** a spring's animal life can be!

Thousands of people visit Florida's springs every year. Some swim or look for animals. Other people take brief boat trips or camp on the shore of the spring. If you're brave, you can explore underground caves in the aquifer. When you visit a spring, you'll be amazed by the beauty of nature.

During Reading (15 min.)

Implicit Main Idea

Before we read the whole passage together, let's look at some words you should know to help you read the passage on your own. Write the words *aquifer, manatee,* and *Wakulla Spring* on the board and read them aloud. Have students find each word or phrase in the text and quickly repeat it after you.

Choral read the passage.

Write *Main Idea* on the board. **What is the main idea of a passage?** (the most important idea of the passage) Review with students how to determine the main idea of a paragraph using the W–I–N strategy (*W* = *who* or *what*; *I* = important *information*; *N* = main idea statement in small *number* of words).

Under *Main Idea*, write *stated* and *unstated*. **We've already learned about main ideas that are stated directly. That means that a sentence in the paragraph tells what the paragraph is about. Sometimes, though, a paragraph's main idea is unstated. In other words, no sentence in the paragraph tells the main idea. You have to use information and details from the paragraph to figure out the main idea.**

Direct students' attention to the first paragraph of the passage. Read the paragraph aloud with students. Identify who or what the paragraph is about, and point out any information you see about the subject of the text.

This paragraph talks about a lot of different animals, people, and natural features. Then it tells us to look for them in one of Florida's springs. I think the main idea of this paragraph is that *Florida's springs are home to many different kinds of interesting things*. Do any sentences in the paragraph state that main idea? (no) **This main idea is unstated because there are no sentences in the passage that state it.**

RETEACH Struggling students may benefit from using a graphic organizer with the W–I–N strategy. As you use the W–I–N strategy to find and express a main idea, model recording information on the board in a three-column chart with columns labeled *W, I,* and *N.*

FLUENCY Explain to students that reading should sound like you are speaking. Reread a paragraph from the passage modeling rate and accuracy. Have students imitate your natural reading style as they choral read the paragraph.

After Reading (5 min.)

Main Idea

Today we worked together to find the main idea of Paragraph 1 of the passage. Now, we will find the main idea of each of the remaining sections and decide if the main idea is stated or unstated.

Have students work in small groups. Assign one of the three remaining sections to each group. Have each group identify the main idea of its assigned section by filling out a graphic organizer like the one below. When students have identified the main idea of each paragraph, have them determine whether it is stated or unstated.

Main Idea

Paragraph or Section

W	*Who* or *what* is the paragraph or section mostly about?
I	What is the most *important information* about the who or what?
N	Write the main idea in a small *number* of words:

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story out loud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then, tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Creative Writing

Have students write a narrative paragraph of at least five sentences about a character who explores a Florida spring. The character might be a human vacationer, an animal who lives in the spring, or a visiting manatee. **What does the character do at the spring? What does he or she see there?**

Word Works

5 min.

2-MINUTE WARM-UP

Spelling

Materials: write-on boards

Write *type* on the board. **Read the word *type*.** Cover the word.

Write *type*. Pause while students write the word on a write-on board.

Uncover the word. **Does your word look like mine?** Have students correct the word if it is misspelled.

Repeat with the words *within, already, either, raised, system,* and *certain*.

ASSESSMENT

Display rubrics around the room that list the qualities of good readers. Make corresponding charts with students' names on them. Add to the charts as students improve their skills.

Advanced Word Study (5 min.)

Review Contractions

Write the word *don't* on the board. **What is this word?** (don't) **Do you remember what this type of word is called?** (a contraction) **The word *don't* is made from two words. What are they?** (do not) **Remember that when we make a contraction, we put two words together. Then we take out one or more letters and replace the letters with an apostrophe to show that they're missing.** Demonstrate turning the words *do not* into the contraction *don't* on the board.

Write the words *I'm, aren't, wouldn't, you're, you'll, she's,* and *can't* on the board. Have students read the words aloud. Then have them give the meaning of each word by stating what two words were put together to create each contraction.

do not—don't	I am—I'm
are not—aren't	would not—wouldn't
you are—you're	you will—you'll
she is—she's	can not—can't

RETEACH Use Reteach Blackline Master page 44 to provide additional support or practice in forming contractions.

Read to Understand

25 min.

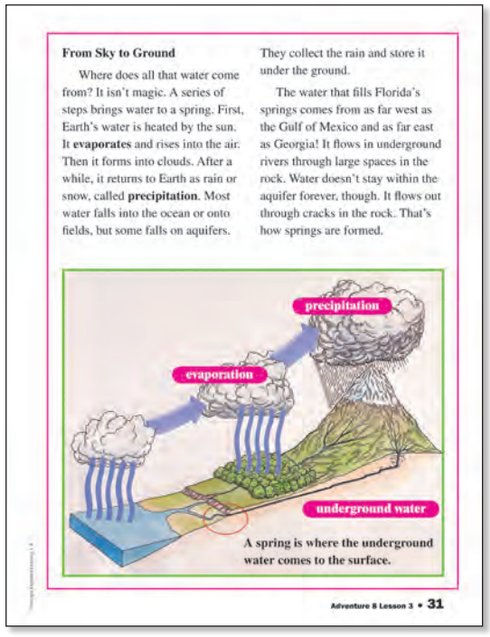
Springtime in Florida

Where can you find alligators, manatees, big underground rocks, swimmers, divers, and one billion gallons of water? If you **aren't** sure, try looking for the answer in one of Florida's springs.

What's a Spring?

A spring is a place where water bubbles out of the ground. Florida has at least 320 springs. (There may be even more springs we don't know about!) Some springs are just trickles of water. Others form large pools. For example, Wakulla Spring is more than 100 feet deep. On some days, one billion gallons of water come out of the spring. That's enough to fill up nearly 70,000 milk jugs every minute!

30 • Adventure 8 Lesson 3



From Sky to Ground

Where does all that water come from? It isn't magic. A series of steps brings water to a spring. First, Earth's water is heated by the sun. It **evaporates** and rises into the air. Then it forms into clouds. After a while, it returns to Earth as rain or snow, called **precipitation**. Most water falls into the ocean or onto fields, but some falls on aquifers. They collect the rain and store it under the ground.

The water that fills Florida's springs comes from as far west as the Gulf of Mexico and as far east as Georgia! It flows in underground rivers through large spaces in the rock. Water doesn't stay within the aquifer forever, though. It flows out through cracks in the rock. That's how springs are formed.

A spring is where the underground water comes to the surface.

Adventure 8 Lesson 3 • 31

Home and Vacation Spot

The springs are full of wildlife. Alligators, turtles, birds, and other types of animals live near Florida's springs. Even manatees visit the warm springs during the winter. You wouldn't believe how **diverse** a spring's animal life can be!

Thousands of people visit Florida's springs every year. Some swim or look for animals. Other people take brief boat trips or camp on the shore of the spring. If you're brave, you can explore underground caves in the aquifer. When you visit a spring, you'll be amazed by the beauty of nature.

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Before Reading (5 min.)

Activating Prior Knowledge

In the last lesson, we read about Florida's springs. Ask students the following questions.

- **What is a spring?** (a pool of water that comes from underground rocks)
- **Would you like to visit a spring? Why or why not?** (Answers will vary.)
- **What sorts of things would you like to see or do at a spring?** (see a lot of animals and plants, dive into the aquifer)

Vocabulary Review

Write the list of words on the board and review their definitions.

Have students turn to page 33 in their Student Books. Guide them in completing the passage by adding the correct vocabulary words.

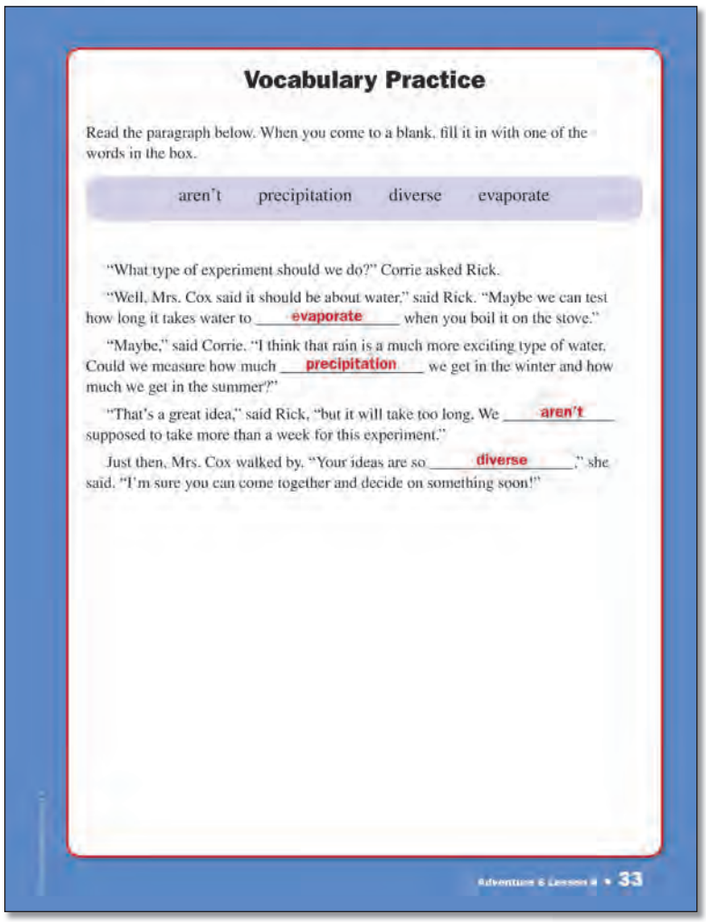
Have students write the words in their vocabulary logs.

Vocabulary

aren't	are not **Why *aren't* you going to the concert tomorrow?**
evaporate	change from liquid into steam **I hope the water in the swimming pool doesn't *evaporate*.**
diverse	made up of many different things **The mall is made up of *diverse* stores and restaurants.**
precipitation	water falling as rain or snow **A hurricane often brings lots of wind and *precipitation* to an area.**

ELL ENGLISH LANGUAGE LEARNERS

Definitions can be difficult for English Language Learners to understand and remember. When students illustrate their understanding of a word graphically, it enables them to make deeper connections to word meaning. Have ELL students illustrate some words in their vocabulary log.



Vocabulary Practice

Read the paragraph below. When you come to a blank, fill it in with one of the words in the box.

aren't precipitation diverse evaporate

"What type of experiment should we do?" Corrie asked Rick.

"Well, Mrs. Cox said it should be about water," said Rick. "Maybe we can test how long it takes water to ___evaporate___ when you boil it on the stove."

"Maybe," said Corrie. "I think that rain is a much more exciting type of water. Could we measure how much ___precipitation___ we get in the winter and how much we get in the summer?"

"That's a great idea," said Rick, "but it will take too long. We ___aren't___ supposed to take more than a week for this experiment."

Just then, Mrs. Cox walked by. "Your ideas are so ___diverse___," she said. "I'm sure you can come together and decide on something soon!"

Adventure 8 Lesson 8 • 33

During Reading (15 min.)

Implicit Main Idea; Expository Text Features

In the last lesson, we talked about stated and unstated main ideas. Ask students the following questions:

- **What does it mean for a main idea to be stated?** (the main idea is written somewhere in the paragraph)
- **What's an unstated main idea?** (a main idea that is not written in the paragraph)
- **How can we tell what a paragraph's main idea is if it's unstated?** (use the W–I–N strategy to figure out what the paragraph is about, find its important details, and state these things in a small number of words)

As we reread the passage today, try to identify the main idea of each section.

Work with students to write a list of expository features on the board. (headings, bulleted lists, pictures, diagrams) Review each type of expository feature with students by drawing an example of each on the board. **As we reread the passage, we'll look for these expository features in the text.**

Reread the passage chorally with students. Before reading each page, have students scan the page for expository features. **What expository features do you see on this page? How do you think each feature might help you understand the passage?** (Answers will vary.)

RETEACH Show students a map of Florida. If possible, find a map that highlights Florida's springs. Discuss with students how this map is similar to and different from the diagrams that appear in the passage. Have students think about why an author might include a map like this one in a passage. **What does this map help you to understand? What information does it help you visualize?**

FLUENCY Have students take turns reading the paragraphs in the passage. Remind the readers to trace the words with their fingers as they read. Have the student who is not reading check the reader's accuracy and help to correct any mistakes.

After Reading (5 min.)

Implicit Main Idea

Write the names of the sections on the board (What's a Spring?, From Sky to Ground, Home and Vacation Spot). Have student groups recall and share the main idea they found for each section during the last lesson. Write each main idea sentence on the board under the appropriate section heading. Ask students to reread each section to determine if the main idea sentence from the board was stated in the passage. If the main idea was stated, have students underline the sentence. If not, have students write the main idea sentence under the passage.

15 min.

Extra Practice

FLUENCY PRACTICE

Read with Expression

Materials: Fluency Books

Explain to students that good readers use expression when reading. Model reading a sentence using good expression. Have partners reread a passage in the Fluency Books to each other using good expression so that their reading sounds like natural speech.

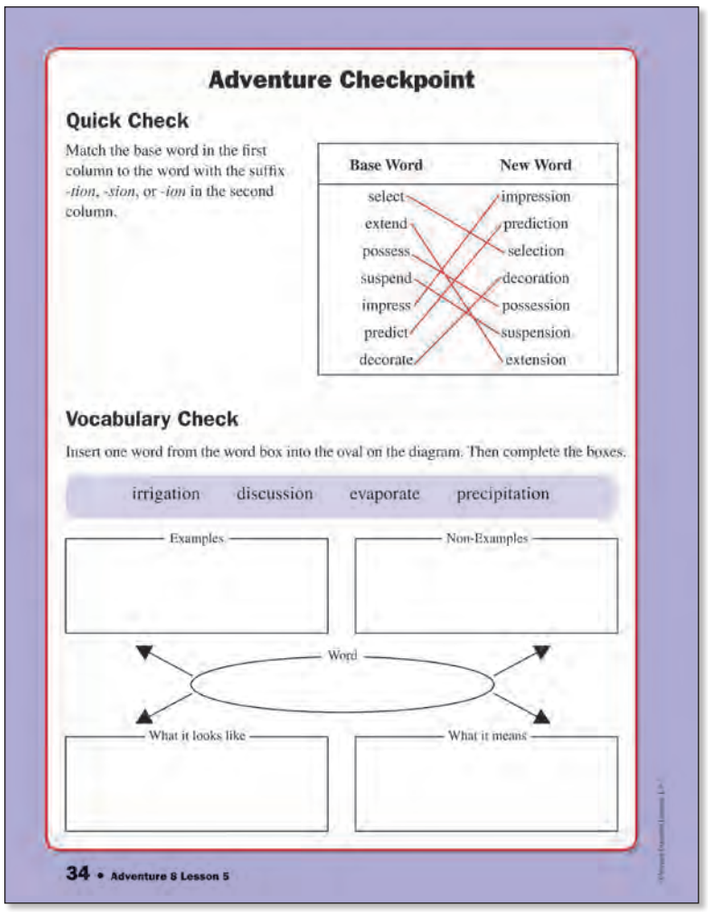
VOCABULARY

Word Associations

Write the vocabulary words *precipitation*, *evaporate*, and *diverse* on the board. Provide students with a dictionary and have them write the meaning of each word on a sheet of paper. Then have them write or draw an example or a non-example of each word.

Adventure Checkpoint

30 min.



Adventure Checkpoint

Quick Check

Match the base word in the first column to the word with the suffix *-tion*, *-sion*, or *-ion* in the second column.

Base Word	New Word
select	impression
extend	prediction
possess	selection
suspend	decoration
impress	possession
predict	suspension
decorate	extension

Vocabulary Check

Insert one word from the word box into the oval on the diagram. Then complete the boxes.

irrigation discussion evaporate precipitation

Examples | Non-Examples

Word

What it looks like | What it means

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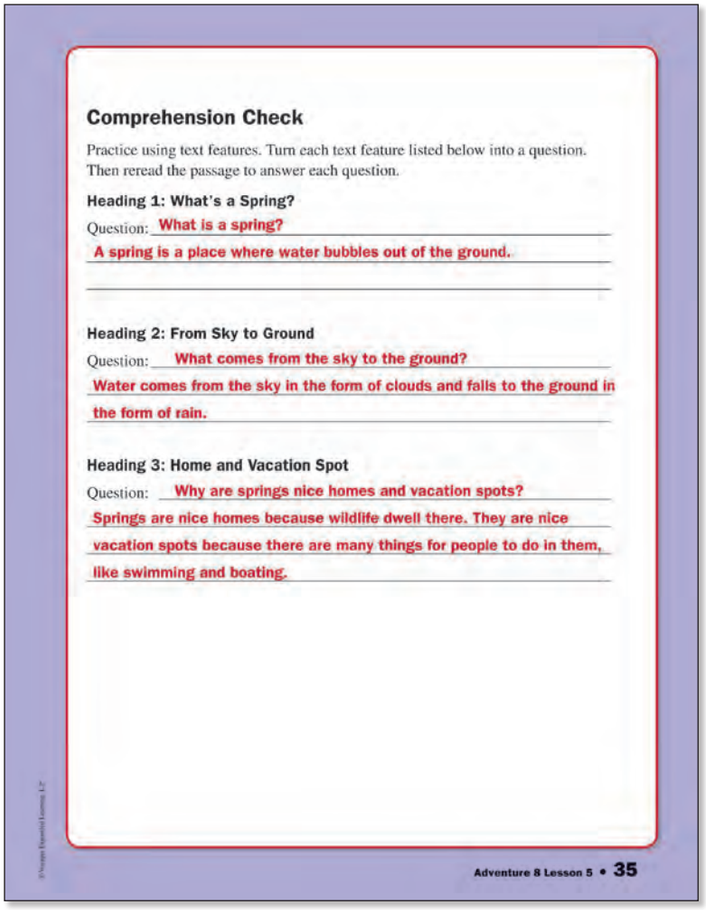


Comprehension Check

Practice using text features. Turn each text feature listed below into a question. Then reread the passage to answer each question.

Heading 1: What's a Spring?

Question: What is a spring?

A spring is a place where water bubbles out of the ground.

Heading 2: From Sky to Ground

Question: What comes from the sky to the ground?

Water comes from the sky in the form of clouds and falls to the ground in the form of rain.

Heading 3: Home and Vacation Spot

Question: Why are springs nice homes and vacation spots?

Springs are nice homes because wildlife dwell there. They are nice vacation spots because there are many things for people to do in them, like swimming and boating.

Adventure 8 Lesson 5 • 35

Quick Check (5 min.)

Have students turn to page 34 in their Student Books. Work with students to complete the first activity. You may choose to assess students in a whole group or individually. Read the list of words together and ask students to add the proper suffix to each word.

Vocabulary Check (10 min.)

Have students complete the second activity independently or with a partner. Read the words aloud with students and make sure they know how to fill out the graphic organizer.

Comprehension Check (10 min.)

Have students reread "Water Everywhere?" on page 26 with a partner. Then do a timed reading.

Have students reread the passage on pages 30–32 of the Student Book. Then have them practice using text features on page 35 in the Student Book.

FLUENCY Have students reread the passage with a partner. After partners have read the passage together, have them do a timed reading.

- Student 1 reads aloud to student 2, who follows along and corrects as needed.
- At the conclusion of 1 minute, student 1 marks where he or she stopped.
- Student 2 reads aloud to student 1, who follows along and corrects as needed.
- At the conclusion of 1 minute, student 2 marks where he or she stopped.
- Students count the total number of words read.
- Students write their scores on the Fluency Chart located in the back of the Student Book.

Home Connection (5 min.)

Distribute Home Connection Blackline Master page 45 and briefly review finding the main idea. Have students reread the passage on the page. Encourage them to reread the passage to family members and friends at home.

ELL ENGLISH LANGUAGE LEARNERS

Give English Language Learners the opportunity to respond in different ways (i.e., response cards, eraser boards, thumbs up/thumbs down).

RETEACH

If students do not demonstrate proficiency in skills and strategies taught in Lessons 1–4, provide additional instruction using one or more of the following suggestions. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Reteach specific lessons in a one-to-one setting or to pairs to provide an increased number of opportunities for multiple responses and correction procedures.
- Include more modeling and additional support in the reteach.
- Use the Reteach Blackline Masters for Lessons 1–4 to provide additional systematic instruction on the key skills.

INDEPENDENT PRACTICE

For students who demonstrate proficiency, have them complete one or more of the following activities:

- Additional activities provided in the Adventure Checkpoint
- One or more of the Adventure Centers located at the end of each Adventure
- Rereading previously read passages with partners and retelling the passages to each other

Word Works

5 min.

2-MINUTE WARM-UP

Words with *igh*

Write the letters *igh* on the board. **The sound for these letters is /ī/ as in *high*. What is the sound?** (/ī/ as in *high*) Write *high, sigh, fight, right,* and *might* on the board. Quickly read the words aloud, pointing to each word as you say it. Have students read the words aloud. Ask them if they know other words with *igh*. (sight, tight)

ENGLISH LANGUAGE LEARNERS

Some students may have difficulty with auditory discrimination of sounds that do not exist in their native language. For example, the short /i/ sound, as in the suffix *-ive*, does not exist in Spanish. A Spanish speaker will often fail to identify this phoneme and may have difficulty pronouncing it.

SCIENCE CONNECTION

Discuss the positive and negative effects of chemicals. **Salt is a chemical. When you sprinkle it on food like popcorn or potatoes, it makes the food taste better. However, too much salt is bad for the human body. Eating too much salt can harm the kidneys and heart. Chlorine is a chemical that is used in swimming pools to kill germs in the water. Yet too much chlorine can harm a swimmer's eyes. Each has positive and negative effects.**

Advanced Word Study (5 min.)

Suffix: *-ive*

You have already learned some suffixes that change the meaning of a word. What are some suffixes you have learned? (-er, -est, -y, -ly, -tion, -sion, -ful, -less, -ness) **Where do suffixes go?** (at the end of a word)

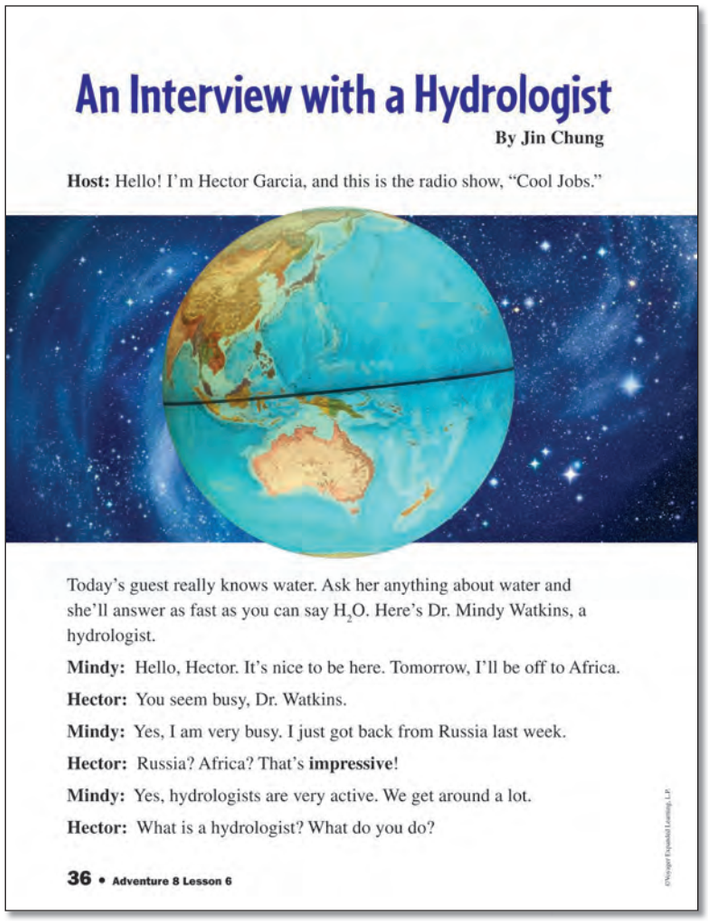
Today we'll learn a new suffix, *-ive*. When you add *-ive* to the end of a word, it often becomes a different part of speech. For example, *defect* is a noun that means "a flaw or a mistake." Add *-ive* to *defect* and you get *defective*, which describes something that has a flaw or mistake, like a *defective* machine or a *defective* lamp. This new *-ive* word is a describing word, also known as an adjective. If there is an *e* at the end of the word you start with, drop the *e* before adding *-ive*.

I will write some *-ive* words on the board and tell you how to say them. Then all of us will read the words together. Write *creative, effective, positive, relative, secretive,* and *impressive* on the board. Have students read them chorally with you.

RETEACH **Remember, *-ive* is another suffix that goes at the end of a word to change its meaning. The suffix *-ive* often makes the base word into an adjective. The word *impress* is a verb. Julio and Maya *impress* me with their singing talent. Add *-ive* and the word becomes an adjective. Julio and Maya's singing talent is *impressive*.**

Read to Understand

25 min.



An Interview with a Hydrologist

By Jin Chung

Host: Hello! I'm Hector Garcia, and this is the radio show, "Cool Jobs."

Today's guest really knows water. Ask her anything about water and she'll answer as fast as you can say H_2O. Here's Dr. Mindy Watkins, a hydrologist.

Mindy: Hello, Hector. It's nice to be here. Tomorrow, I'll be off to Africa.

Hector: You seem busy, Dr. Watkins.

Mindy: Yes, I am very busy. I just got back from Russia last week.

Hector: Russia? Africa? That's **impressive**!

Mindy: Yes, hydrologists are very active. We get around a lot.

Hector: What is a hydrologist? What do you do?

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Before Reading (5 min.)

Previewing Text

Direct students to page 36 in the Student Book. **Each passage in this Adventure has something to do with water. You can probably guess that this one does, too. What will it say about water? Preview the text by noticing important words or phrases and looking at the pictures. Then make a prediction. Later on we will check your predictions to see how close they were to the real story.**

Vocabulary Introduction

Write the list of vocabulary words on the board. Read the words to students, pointing to each word as it is read. **Read the words with me.** Point to each word. Then say the word and its meaning.

What is the word for "having the power to affect people deeply"? (impressive)

Let's see how *impressive* is used in a sentence. Read the sentence aloud to students. Repeat the process for all vocabulary words.

Vocabulary

impressive	having the power to affect people deeply **The *impressive* stained-glass windows caught my eyes.**
quality	how good or bad something is **The *quality* of these books is low because the pages keep coming loose.**
massive	very large and heavy **The *massive* rock blocked the entrance to the cave.**
effective	useful, or having the desired outcome **The cold medicine was so *effective* that my fever was gone in two hours.**

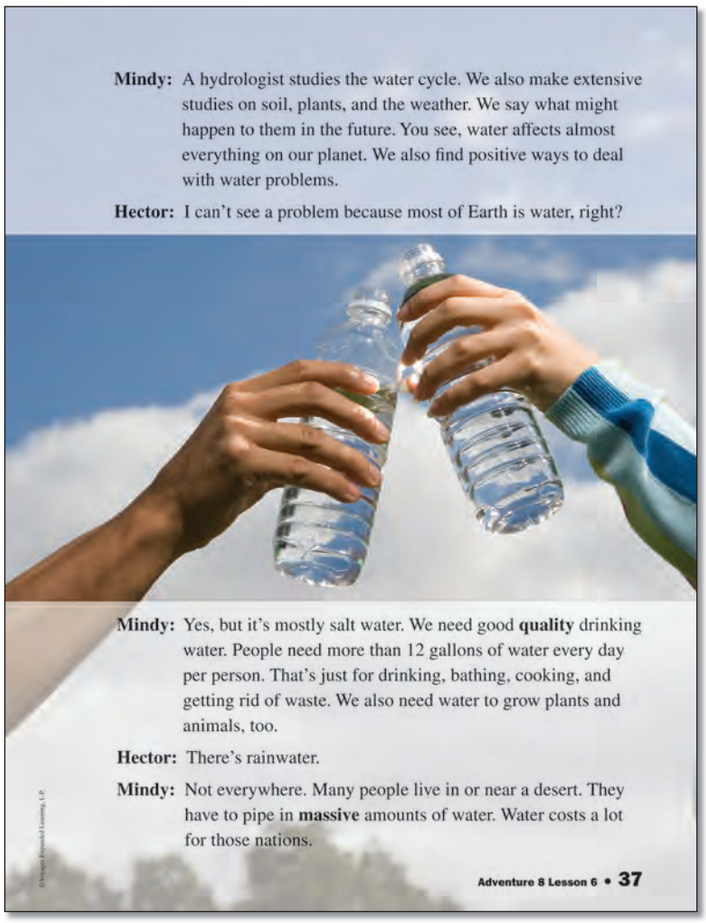
During Reading (15 min.)

Vocabulary: CPR; Main Idea

Before we read together, let's look at some words you should know to help you read the passage on your own. Write the words *hydrologist*, *Africa*, *Russia*, *Dr. Watkins*, *Mindy*, and *Hector Garcia* on the board and read them aloud.

In earlier Adventures, we learned to use CPR to find the meaning of a word. Write *CPR* vertically on the board. **The *C* stands for *context*; the *P* stands for *parts* of words; and the *R* stands for *resources*.** Point to *hydrologist*. Have students find the word in the text and quickly repeat it after you. **Let's use the *C* in CPR to figure out the meaning of the word. Read the sentences surrounding *hydrologist*.**

("Today's guest really knows water. Ask her anything about water and she'll answer as fast as you can say H_2O. Here's Dr. Mindy Watkins, a hydrologist.") **What does the word *hydrologist* mean?** (a person who knows a lot about water)



Mindy: A hydrologist studies the water cycle. We also make extensive studies on soil, plants, and the weather. We say what might happen to them in the future. You see, water affects almost everything on our planet. We also find positive ways to deal with water problems.

Hector: I can't see a problem because most of Earth is water, right?

Mindy: Yes, but it's mostly salt water. We need good **quality** drinking water. People need more than 12 gallons of water every day per person. That's just for drinking, bathing, cooking, and getting rid of waste. We also need water to grow plants and animals, too.

Hector: There's rainwater.

Mindy: Not everywhere. Many people live in or near a desert. They have to pipe in **massive** amounts of water. Water costs a lot for those nations.

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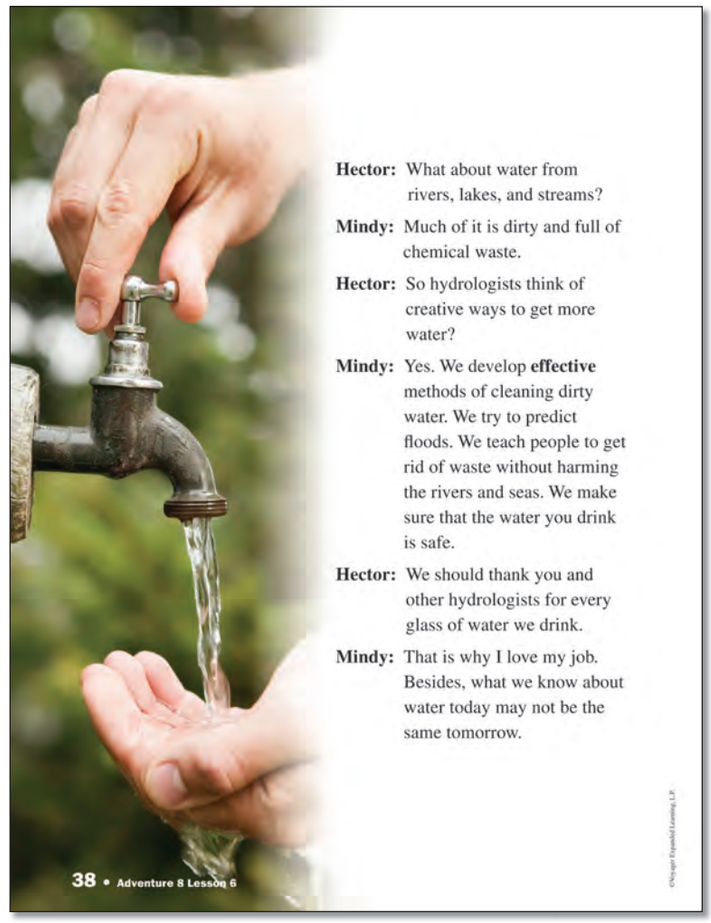

Hector: What about water from rivers, lakes, and streams?

Mindy: Much of it is dirty and full of chemical waste.

Hector: So hydrologists think of creative ways to get more water?

Mindy: Yes. We develop **effective** methods of cleaning dirty water. We try to predict floods. We teach people to get rid of waste without harming the rivers and seas. We make sure that the water you drink is safe.

Hector: We should thank you and other hydrologists for every glass of water we drink.

Mindy: That is why I love my job. Besides, what we know about water today may not be the same tomorrow.

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Read the rest of the words and have the students skim the text to find them in the passage.

We have learned how to identify the main idea of a paragraph or a section. Why is it helpful to think about main ideas when we read? (Possible responses: It helps us to understand what we are reading; it helps us remember important information.)

Sometimes the main idea of a paragraph or section is *stated* directly. A sentence in the paragraph tells what it is mainly about.

Other times, the main idea is *unstated*. You must use information and details from the paragraph to form your own statement of the main idea.

Look at the first page of today's passage.

Choral read the page together. You might choral read the Host part and have one half of the class read Hector's part and the other half read Mindy's part.

Use the W–I–N strategy to find the main idea. *Who* or *what* is it mostly about? (hydrologist, Mindy Watkins)

What is the important *information* about the *who* or *what*? (hydrologists know about water and they travel)

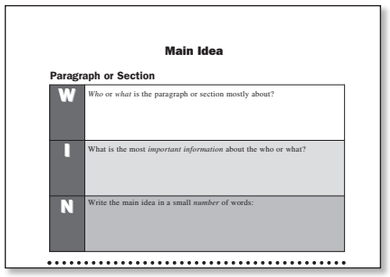
Is there any one sentence that tells what the main idea of this section is about? (no)

Brainstorm a sentence that tells the main idea in a small *number* of words. (Hydrologists study water all over the world.)

Choral read the remaining pages of the passage.

FLUENCY Partner students to provide multiple opportunities for practice in fluent reading. Students should be paired by reading ability, not by level of language development. Have them quietly read the passage together and correct each other.

RETEACH A graphic organizer can help students put together the information they need to write a main idea sentence for a paragraph or section. Have students complete a chart like the one here for a section of the story.


Main Idea

Paragraph or Section

W	*Who* or *what* is the paragraph or section mostly about?
I	What is the most *important information* about the who or what?
N	Write the main idea in a small *number* of words:

After Reading (5 min.)

Implicit Main Idea

Review how to identify the main idea of a paragraph using the W–I–N strategy.

W: Determine *who* or *what* the paragraph is mostly about.

I: Determine the most important *information* about the *who* or *what*.

N: State the main idea clearly and accurately using only a small *number* of words. Write *stated main idea* and *unstated main idea* on the board.

Ask the following questions:

- **Turn to the third page of the passage. What is the most important *who* or *what* on this page?** *Comprehension* (Hydrologists)
- **What is the most important *information* about the who or what?** *Analysis* (Hydrologists think of ways to clean dirty water; hydrologists teach others how to treat water.)
- **What is a good main idea sentence for this page?** *Analysis* (Hydrologists come up with creative ways to save Earth's water.)

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story out loud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then, tell each other about the story you read.**

VOCABULARY

Have students write interview questions for a hydrologist using each vocabulary word: *quality*, *effective*, and *massive*. Then have students discuss what a hydrologist's answer to each question might be.

Word Works

5 min.

2-MINUTE WARM-UP

Sight Words

Write the following words on the board: *consonant, section, copy, instead, themselves, method, nation,* and *laugh*. **Let's read these words quickly.** Read the list aloud with students. **What is the first word?** (consonant) Repeat with the remaining words. When all students can read the list accurately, reread the list three times for speed.

SOCIAL STUDIES CONNECTION

Have students debate whether water should be free. Ask them to discuss different ways their parents pay for water, such as a water bill for water used at home, bottled water, or a swimming pool entrance fee. Point out that many foods and beverages they buy contain some amount of water.

TEACHER TIPS

Preview the daily lessons by yourself to get the gist of what's taught and to identify the lesson focus and Reteach support. It might be helpful to give students a brief overview of the day's lesson, so they will know what to expect.

Advanced Word Study (5 min.)

Review Suffix: *-ive*

We learned that when we add the suffix *-ive* to a word, we make an adjective, or a word that describes something. Create a chart with three columns. Put the words *impress, effect,* and *act* in the first column. Read the words aloud, pointing to the word as you say it. Then, write the suffix *-ive* in the second column. **When you add the suffix *-ive* to the word *impress*, what new word is formed?** (impressive) Write the word *impressive* in the third column. Do the same for *effect* and *act*.

Write the answers in the chart, as in the sample that follows.

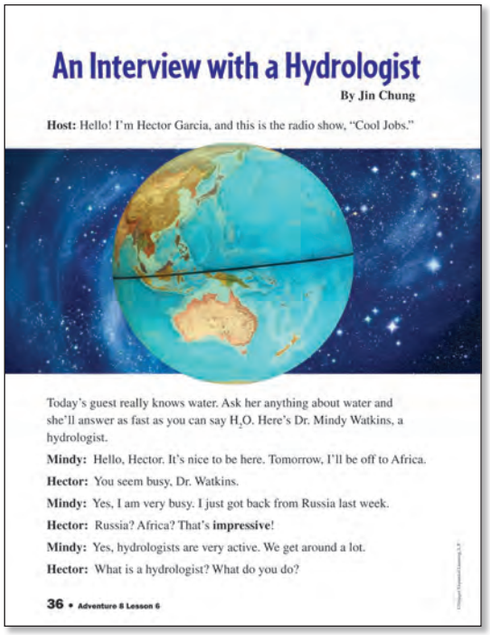
Word	Suffix	New Word
impress	-ive	impressive
effect	-ive	effective
act	-ive	active

RETEACH **What is a word part that is added to the end of a word?** (a suffix) **What does it do to the word?** (changes its meaning) **What are some examples of suffixes?** (-y, -ly, -ness, -less, -ful, -tion, -ive) **What's an example of a word that uses a suffix?** (Possible response: happiness) **What does it mean?** (Possible response: joy, when you feel good)

Use the Reteach Blackline Master page 46 to provide additional support or practice with suffixes.

Read to Understand

25 min.



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Mindy: Hello, Hector. It's nice to be here. Tomorrow, I'll be off to Africa.

Hector: You seem busy, Dr. Watkins.

Mindy: Yes, I am very busy. I just got back from Russia last week.

Hector: Russia? Africa? That's **impressive**!

Mindy: Yes, hydrologists are very active. We get around a lot.

Hector: What is a hydrologist? What do you do?

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Mindy: A hydrologist studies the water cycle. We also make extensive studies on soil, plants, and the weather. We say what might happen to them in the future. You see, water affects almost everything on our planet. We also find positive ways to deal with water problems.

Hector: I can't see a problem because most of Earth is water, right?

Mindy: Yes, but it's mostly salt water. We need good **quality** drinking water. People need more than 12 gallons of water every day per person. That's just for drinking, bathing, cooking, and getting rid of waste. We also need water to grow plants and animals, too.

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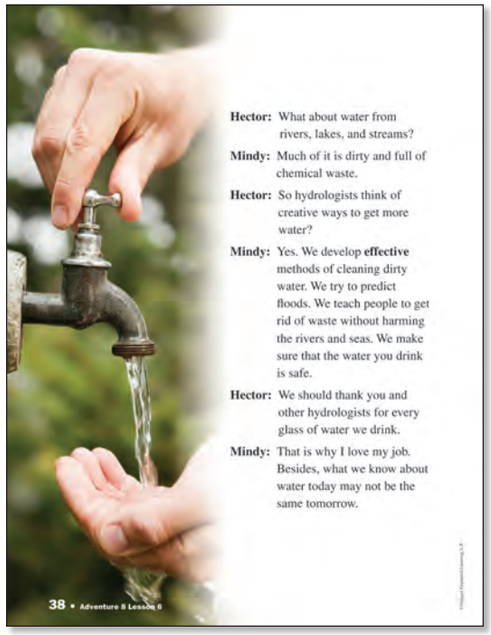

Hector: What about water from rivers, lakes, and streams?

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Hector: We should thank you and other hydrologists for every glass of water we drink.

Mindy: That is why I love my job. Besides, what we know about water today may not be the same tomorrow.

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Before Reading (5 min.)

Building Background Knowledge

Everything in our planet is affected by water. A change in the water levels of a lake not only affects the animals living in it, but also the people around it. A change in oceans or seas will affect many nations. That is why the work of hydrologists is important to us.

Vocabulary Review

Write the list of words on the board.

Review the words and their meanings by asking the following questions. Record students' responses on the board.

- **How can you tell if drinking water is high *quality*?**
- **How can you tell if a product is low *quality*?**
- **What is the most *effective* way to study for a test?**
- **What ways of studying are *ineffective*?**
- **What objects can you think of that are *massive*?**
- **What is the most *impressive* book you have ever read?**
- **Name a movie you thought was *unimpressive*.**

Have students write the words in their vocabulary logs.

Vocabulary

impressive	having the power to affect people deeply **The last scene in that movie was so *impressive*, I cry every time I think of it.**
quality	how good or bad something is **Do you know where I can get great *quality* vegetables?**
massive	very large and heavy **It took five strong men to carry the *massive* crate upstairs.**
effective	useful, or having the desired outcome **Our teacher taught us an *effective* way of solving math problems.**

During Reading (15 min.)

Review Implicit Main Idea; Making Inferences

Have students turn to page 36 in their Student Books. **We're going to reread "An Interview with a Hydrologist."** Have students reread the passage quietly in pairs. After students reread, direct them to page 37 and ask them the following questions:

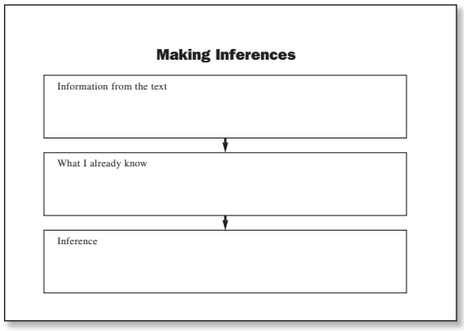
- **Name the most important *who* or *what* on page 37.** (a hydrologist)
- **What is the most important *information* about the hydrologist?** (Hydrologists study the water cycle to find positive ways to deal with water problems.)
- **Tell me the main idea of this section of the passage in a small *number* of words.** (A hydrologist studies the water cycle.)
- **Is this main idea stated in the story? If so, underline it. If not, write the sentence at the bottom of this section of the passage.** (underline the first sentence)

Expository writing gives information to readers. Writers do not always tell you everything directly in a text. Sometimes the writer expects you to *infer* meaning, or make a guess supported by the text. For example, if a writer told about a person who lived in a big house and owned an airplane, you might infer that the person is rich.

We can use a graphic organizer to help us make inferences about a text. Draw a graphic organizer like the one below on the board.

Let's reread the first page of the story and make an inference about what we read. Reread the first page aloud with students.

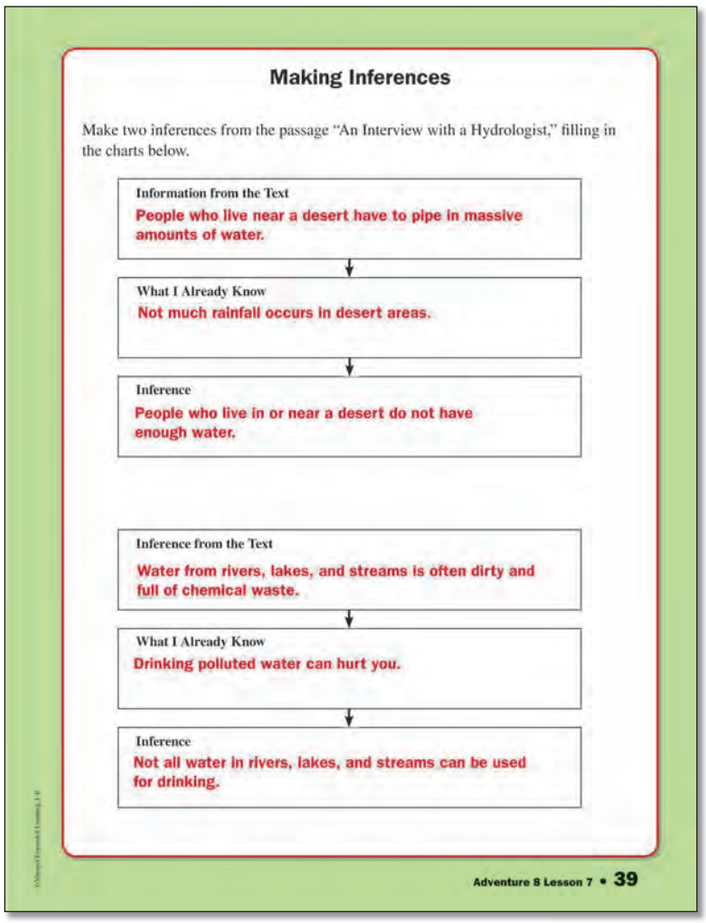
On the first page, the author does not say why the hydrologist went to Africa and Russia. Our question is, "Why did the hydrologist go to Africa and Russia?" We can infer the answer if we use hints on the first page. Hector says something about Dr. Watkins, the hydrologist, knowing a lot about water.



Write *A hydrologist knows a lot about water.* in the *Information from the text* section of the graphic organizer. **I know that Africa has deserts. I also know deserts have little water in them.** In the *What I already know* section, write *There are deserts in Africa.* and *Deserts have little water.* **Now I can infer why a person who knows a lot about water would go to a place like Africa. She must be looking for ways to get more water for the people in Africa. Russia must be having water problems, too.** Write *The hydrologist must be looking for more water in Africa and Russia.* in the *Inference* section.

FLUENCY Have paired students take turns reading the whole passage. One student should read aloud as the other offers corrections. Then students should switch roles.

RETEACH Write the following clues on the board: *is gray in color*, *has a long nose*, and *lives in Africa*. Have students think about what animal the clues are describing. **I know that an elephant is gray, has a long nose, and lives in Africa. I think these clues are describing an elephant.** Point out to students that you just made an inference. Have students practice making an inference with the following clues: *is tiny, has a long tail,* and *has fur.* (mouse)



Making Inferences

Make two inferences from the passage "An Interview with a Hydrologist," filling in the charts below.

Information from the Text
People who live near a desert have to pipe in massive amounts of water.

↓

What I Already Know
Not much rainfall occurs in desert areas.

↓

Inference
People who live in or near a desert do not have enough water.

Inference from the Text
Water from rivers, lakes, and streams is often dirty and full of chemical waste.

↓

What I Already Know
Drinking polluted water can hurt you.

↓

Inference
Not all water in rivers, lakes, and streams can be used for drinking.

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After Reading (5 min.)

Making Inferences

Have students turn to page 39 of their Student Books and use the activity page to practice making inferences about the story.

ELL ENGLISH LANGUAGE LEARNERS

English Language Learners sometimes have trouble with English word order. In their native language, the same parts of speech may appear in different places in a sentence. Choose a few sentences from a passage that has already been discussed and write them on sentence strips. Cut out the words in each sentence and have students work in pairs or small groups to construct sentences using the words.

15 min.

Extra Practice

FLUENCY PRACTICE

Timed Reading

Materials: Fluency Books

Distribute the Fluency Books.

1. **Quickly read the story to yourself and make sure you know all the words.**
2. **Tell your partner to start the timer and call "time" after 1 minute.**
3. **Read carefully and stop when your partner calls "time." Mark the place where you stopped.**
4. **Count the number of words you read.**
5. **In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.**
6. **Switch roles with your partner.**

MAKING INFERENCES

Write these clues on index cards and give them to small groups to read and make inferences.

She has a white coat. She works in a hospital. She studied how to cure people. (She is a doctor.)

He works with police officers. He visits crime scenes. He figures out clues. (He is a detective.)

A boy runs. He carries books, paper, and pencils. He hears a bell ring. (He is late for class.)

He is tall. He is part of a team. Loose shorts are part of his uniform. He often works on evenings and weekends. (He is a basketball player.)

Word Works

5 min.

2-MINUTE WARM-UP

Review Words with *oo*

Write the letters *oo* on the board. **There are two sounds for *oo*.**

The first sound for *oo* is /ü/ as in *boot*. What is the first sound for *oo*? (/ü/ as in *boot*) **The second sound for *oo* is /u̇/ as in *cook*. What is the sound for *oo*?** (/u̇/ as in *cook*)

Write the words *look*, *roots*, *pools*, *too*, and *foot*.

Have students read the list of words in a way that sounds like natural speech to build fluency.

SCIENCE CONNECTION

Deserts are places that receive very little rainfall. Plants and animals that live in the desert need water in order to survive. Desert plants and animals have interesting adaptations that allow them to store or get water even when it does not rain. Have students research a desert plant or animal to find out how it gets water. Then have students write a short paragraph about this plant or animal.

ASSESSMENT

Be aware of students who need additional support with making inferences. Provide opportunities for further instruction. Make sure they understand what an inference is by giving them examples and non-examples.

Advanced Word Study (5 min.)

Open and Closed Syllables

Create a five-column chart on the board. Write the headings *Word*, *First syllable*, *Second syllable*, *Third syllable*, and *Fourth syllable* on the board. Write these words in the *Word* column: *roots*, *plant*, *underground*, *condensation*, *provide*, *produce*, and *however*.

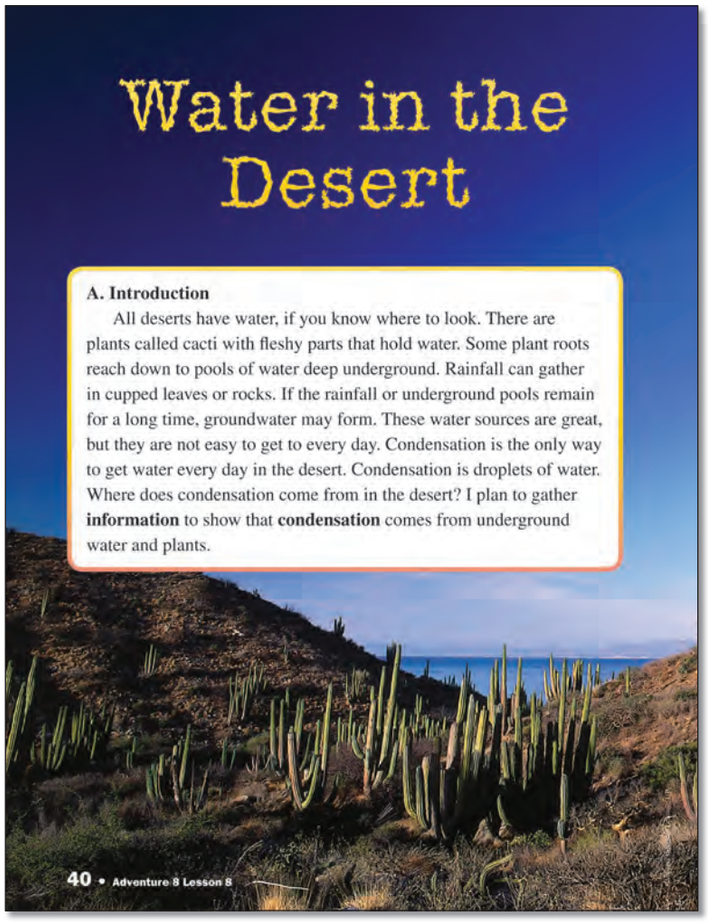
Read the words. Reread chorally with the group. Now address each word. Have students clap out the syllable(s). Write slashes to identify syllable breaks, if any, in each word. Write dashes in any unneeded syllable boxes. Remind students that an open syllable ends in a vowel sound, and a closed syllable ends in a consonant. Then ask of each syllable whether it is open or closed. Write the answers in the chart, as in the sample that follows.

Word	First syllable	Second syllable	Third syllable	Fourth syllable
roots	closed	—	—	—
plant	closed	—	—	—
un/der/ground	closed	closed	closed	—
con/den/sa/tion	closed	closed	open	closed
pro/vide	open	closed	—	—
pro/duce	open	closed	—	—
how/ev/er	closed	closed	closed	

RETEACH Write a V/CV word on the board. Circle the different syllables in the word. Have students read each syllable. Then have them read the whole word. Write the word on the board again. This time, do not circle the syllables. Have students read the whole word. Repeat with a VC/CV word.

Read to Understand

25 min.



Water in the Desert

A. Introduction

All deserts have water, if you know where to look. There are plants called cacti with fleshy parts that hold water. Some plant roots reach down to pools of water deep underground. Rainfall can gather in cupped leaves or rocks. If the rainfall or underground pools remain for a long time, groundwater may form. These water sources are great, but they are not easy to get to every day. Condensation is the only way to get water every day in the desert. Condensation is droplets of water. Where does condensation come from in the desert? I plan to gather **information** to show that **condensation** comes from underground water and plants.

40 • Adventure 8 Lesson 8

Before Reading (5 min.)

Previewing Text

Have students turn to page 40 in the Student Book. **Today we will read a lab report about an experiment. An experiment is a way to use science to test whether a guess or prediction about how things will work is correct. Have you ever performed an experiment?** (Answers will vary.) Have students look through the headings and illustrations in the passage. **What kind of information do you see in this lab report?** (Possible answers: a list of materials, observations, measurements, tables, graphs)

Vocabulary Introduction

Write the list of vocabulary words on the board.

Read the words to students, pointing to each word as it is read.

Read the words with me.

Point to each word. Then say the word and its meaning.

What is the word that means "when water vapor collects and forms water droplets"? (condensation)

Let's see how *condensation* is used in a sentence. Read the sentence aloud to students.

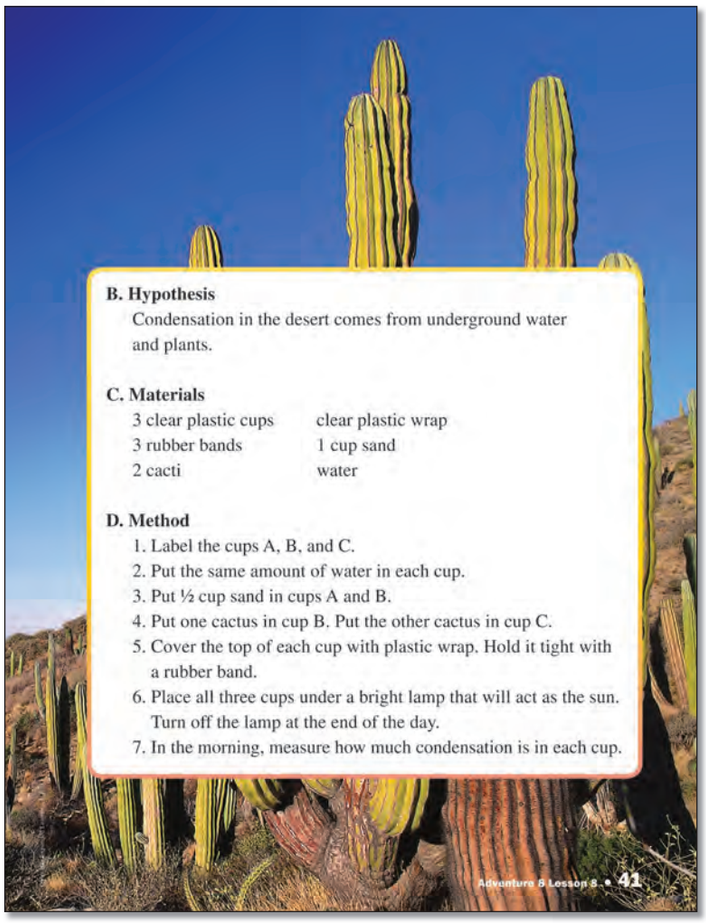
Repeat the process for all vocabulary words.

Vocabulary

condensation	when water vapor collects and forms water droplets ***Condensation* will form on a cold juice bottle if you bring it outside on a hot day.**
information	facts and details **The maps and directions had all the *information* I needed to get to the meeting.**
hypothesis	a guess that you make based on information you already know, also called an educated guess **The *hypothesis* that seawater was mixing into the lake was proven correct when scientists found sea salt in the lake water.**
knowledge	understanding or awareness **Florists have a lot of *knowledge* about different types of flowers and indoor plants.**

ELL ENGLISH LANGUAGE LEARNERS

When you read the vocabulary definitions, be sure to act them out or show an example. For a word like *condensation*, show a picture of water droplets on the outside of a glass of ice water or water droplets on the inside of the window of a gym.



B. Hypothesis

Condensation in the desert comes from underground water and plants.

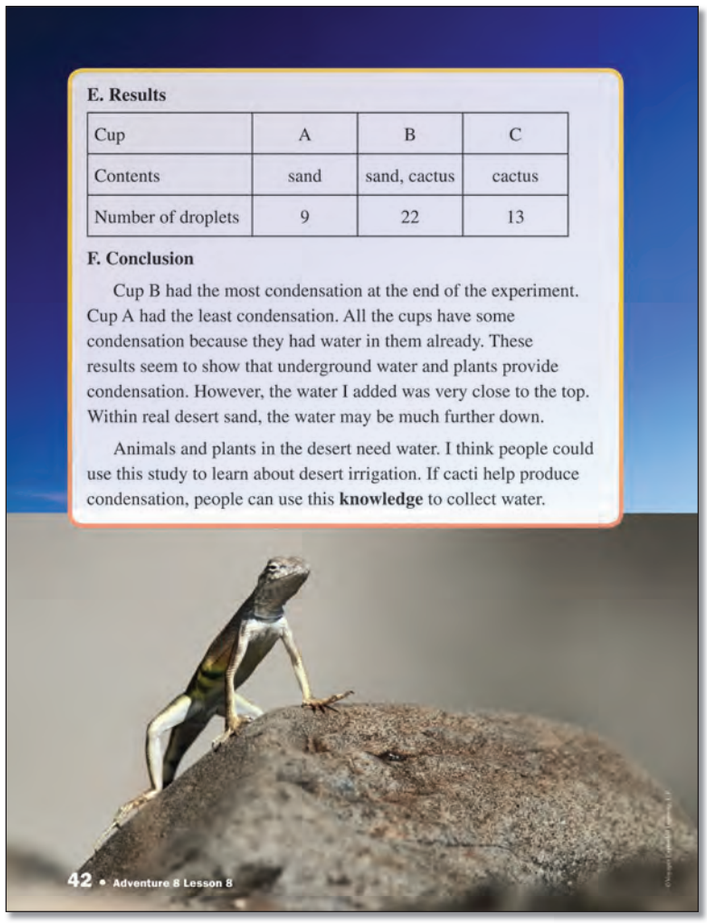
C. Materials

3 clear plastic cups	clear plastic wrap
3 rubber bands	1 cup sand
2 cacti	water

D. Method

1. Label the cups A, B, and C.
2. Put the same amount of water in each cup.
3. Put ½ cup sand in cups A and B.
4. Put one cactus in cup B. Put the other cactus in cup C.
5. Cover the top of each cup with plastic wrap. Hold it tight with a rubber band.
6. Place all three cups under a bright lamp that will act as the sun. Turn off the lamp at the end of the day.
7. In the morning, measure how much condensation is in each cup.

Adventure 8 Lesson 8 • 41



E. Results

Cup	A	B	C
Contents	sand	sand, cactus	cactus
Number of droplets	9	22	13

F. Conclusion

Cup B had the most condensation at the end of the experiment. Cup A had the least condensation. All the cups have some condensation because they had water in them already. These results seem to show that underground water and plants provide condensation. However, the water I added was very close to the top. Within real desert sand, the water may be much further down.

Animals and plants in the desert need water. I think people could use this study to learn about desert irrigation. If cacti help produce condensation, people can use this **knowledge** to collect water.

42 • Adventure 8 Lesson 8

During Reading (15 min.)

Making Inferences

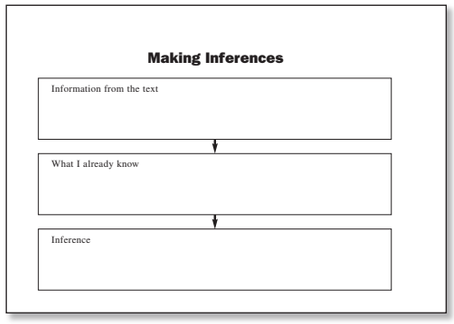
Before we read together, let's look at a word you should know to help you read the passage on your own. Write the word *cacti* on the board and read it aloud. Have students find the word in the text and quickly repeat it after you.

You might have noticed that this passage is a science report. It has the same sections that all lab reports use. Read headings A–F and have students point to each section in the passage.

Each section is important. You must know the background information, the materials, and the idea behind the experiment so you can understand what is being done and why. Read sections A–D aloud to students. Provide sketches of each part of the experiment on the board to aid in and check comprehension.

The results chart shows what actually happened.

Let's use the information in the results chart to make inferences about life in the desert. Draw an inferences chart on the board.



Direct student attention to the results chart. **The text says that Cup B, which holds a cactus and sand, has the most water.** Write *The cup with a cactus and sand has the most water droplets.* in the first box of the graphic organizer.

What do you know about cacti and sand? (Both cacti and sand can store water.) Write this in the second box.

Now you can make an inference. What inference can you make about why the cup with the cactus and sand produced the most water droplets? (It was the only

cup that contained two things that could store water. So it had the most water in it from the start.) Write the correct inference in the third box.

FLUENCY Choral reading can be used as one strategy to promote fluency. Reading with a small group encourages students to read aloud, as well as providing good models of English reading (i.e., pronunciation, intonation, prosody). Have small groups of 3–4 read the passage chorally.

RETEACH Ask students questions about the text that require them to make an inference. For example, you might ask: **Why does step 6 say to turn the lamp off at the end of the day?** (The lamp represents the sun, and the sun goes down at night.) Tell students that when they answer this question they are making an inference because the answer is not found directly in the text.

After Reading (5 min.)

Expository Text Features

Check students' comprehension of the passage by asking the following questions:

- **What is this experiment about?** *Comprehension* (condensation; where water comes from in the desert)
- **List the important words that headings use in almost every lab report**. *Knowledge* (introduction, hypothesis, materials, method, results, conclusion)
- **Why is a chart used to show results?** *Application* (It is easier to show the conclusions in a chart than to write it in text.)
- **Are other elements of expository text used? If so, how do they aid comprehension?** *Analysis* (numbering is used to show the steps in the experiment)
- **Why is this passage written?** *Analysis* (to give information about an experiment that proves water in the desert comes from condensation)
- **Do you think water in the desert comes from condensation? Why or why not?** *Evaluation* (Answers will vary, but should include information derived from the experiment.)

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then, tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Practice seeing the world through the eyes of a scientist. Take a double-sided sheet of lined paper. Write *What I See* on one side and *Inferences* on the other. Make as many observations as you can before you turn your paper over and start making inferences about why what you are looking at is the way it is. For example, you might look out the window and see a plant with withered leaves. You might make an inference that the plant is dying because it hasn't rained for a long time.

Word Works

5 min.

2-MINUTE WARM-UP

Spelling

Materials: write-on boards

You will spell words that you can read. Write *themselves*. Pause while students write the word on a write-on board.

Write *themselves* on the board. Check it together.

Does your word look like mine? Have students correct the word if it is misspelled. **Now read the word again.**

Repeat with the words *section, method, instead, temperature, already,* and *within*.

SOCIAL STUDIES CONNECTION

Display a classroom world map of physical features. Have students locate the deserts on each continent.

ENGLISH LANGUAGE LEARNERS

Teach in small groups made up of native and non-native English speakers. This will provide English Language Learners with multiple opportunities to hear good models of English and correct pronunciation of sounds. In addition, they will have more opportunities to practice and receive teacher feedback and support.

Advanced Word Study (5 min.)

Review Open and Closed Syllables

Put the word *uncool* on the board. **Read the word.** (uncool) **How many syllables does it have?** (two) Draw a slash between the syllables. (un/cool) **Is the first syllable closed or open?** (closed) **Is the second syllable closed or open?** (closed)

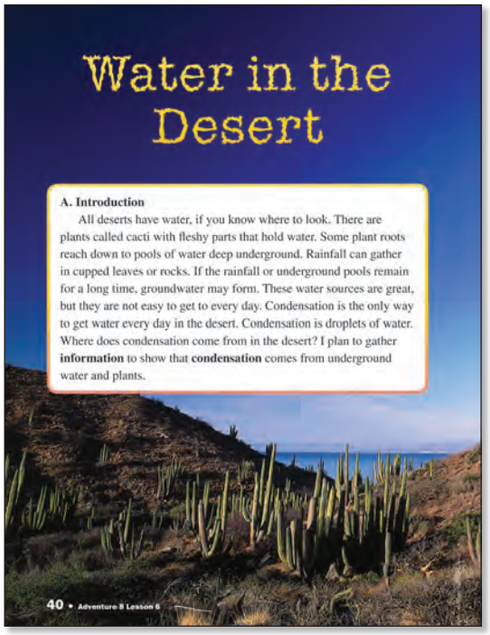
Repeat with *soccer, pilot, condensation, recycle,* and *mistaking*.

uncool (un/cool)	condensation (con/den/sa/tion)
soccer (soc/cer)	recycle (re/cy/cle)
pilot (pi/lot)	mistaking (mis/tak/ing)

RETEACH **Remember that in an open syllable, the vowel says its name. *Pen* is a closed syllable because the *e* is short. *Me* is an open syllable because the *e* is long.**

Read to Understand

25 min.

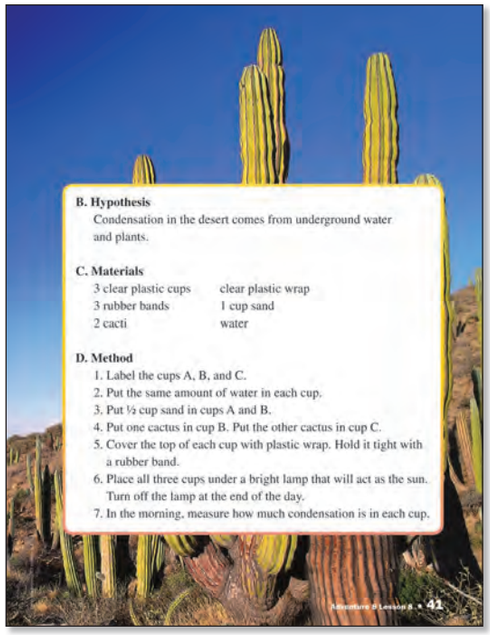


Water in the Desert

A. Introduction

All deserts have water, if you know where to look. There are plants called cacti with fleshy parts that hold water. Some plant roots reach down to pools of water deep underground. Rainfall can gather in cupped leaves or rocks. If the rainfall or underground pools remain for a long time, groundwater may form. These water sources are great, but they are not easy to get to every day. Condensation is the only way to get water every day in the desert. Condensation is droplets of water. Where does condensation come from in the desert? I plan to gather **information** to show that **condensation** comes from underground water and plants.

40 • Adventure 8 Lesson 6



B. Hypothesis

Condensation in the desert comes from underground water and plants.

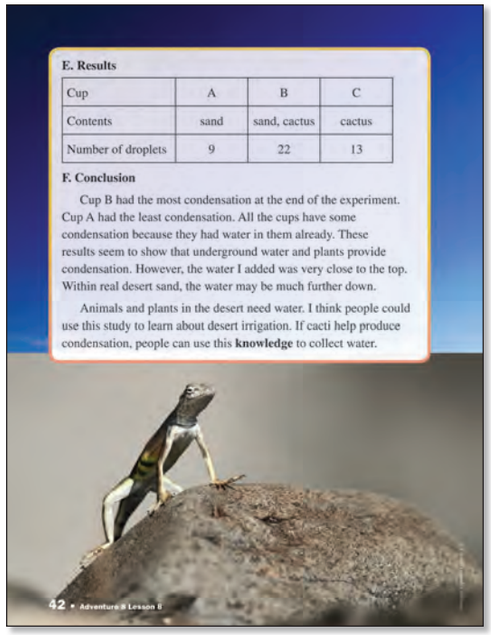
C. Materials

3 clear plastic cups	clear plastic wrap
3 rubber bands	1 cup sand
2 cacti	water

D. Method

1. Label the cups A, B, and C.
2. Put the same amount of water in each cup.
3. Put ½ cup sand in cups A and B.
4. Put one cactus in cup B. Put the other cactus in cup C.
5. Cover the top of each cup with plastic wrap. Hold it tight with a rubber band.
6. Place all three cups under a bright lamp that will act as the sun. Turn off the lamp at the end of the day.
7. In the morning, measure how much condensation is in each cup.

Adventure 8 Lesson 6 • 41



E. Results

Cup	A	B	C
Contents	sand	sand, cactus	cactus
Number of droplets	9	22	13

F. Conclusion

Cup B had the most condensation at the end of the experiment. Cup A had the least condensation. All the cups have some condensation because they had water in them already. These results seem to show that underground water and plants provide condensation. However, the water I added was very close to the top. Within real desert sand, the water may be much further down.

Animals and plants in the desert need water. I think people could use this study to learn about desert irrigation. If cacti help produce condensation, people can use this **knowledge** to collect water.

42 • Adventure 8 Lesson 6

Before Reading (5 min.)

Building Background Knowledge

We read about an experiment in which a student explored where condensation comes from in the desert. Remember, condensation is water vapor that collects and forms droplets. Name places where you might see condensation in your everyday lives. (Possible responses: on the outside of a drinking glass, on the grass in the morning, on a window, on flower petals) Write student responses in a bulleted list on the board. **Where does the condensation come from on all these things?** (Possible responses: moisture in the air) **How might condensation help plants in the desert?** (Possible responses: It can help plants get water in an otherwise dry environment.)

Vocabulary Review

Write the list of words on the board.

Have students write the vocabulary words and definitions on separate index cards. Assign partners. **Choose one word. Give 2–3 clues that can help your partner guess the word you are thinking about. Take turns giving clues and guessing. Use each word at least one time.**

Have students write the words in their vocabulary logs.

Vocabulary

condensation	when water vapor collects and forms water droplets **You can see *condensation* when you look at fog.**
information	facts and details **I need a lot of *information* about my summer camp before I go.**
hypothesis	a guess that you make based on information you already know, also called an educated guess **My *hypothesis* is that animals get sick when they eat plastic.**
knowledge	understanding or awareness **She had a lot of *knowledge* about playing soccer.**

RETEACH Use the Reteach Blackline Master page 47 to provide additional support or practice using the vocabulary words. Have students work in pairs to ask and answer questions using the vocabulary words.

During Reading (15 min.)

Making Inferences

Turn to Student Book page 40. This lab report shows how to perform an experiment. In some places, you will need to make guesses, or *inferences*, based on the text to figure out why the author included that part, or how he or she reached the conclusions. Remember that when you make inferences, you use information from the text and what you already know to figure out new information.

Making Inferences

Information from the text

↓

What I already know

↓

Inference

Information from the text

↓

What I already know

↓

Inference

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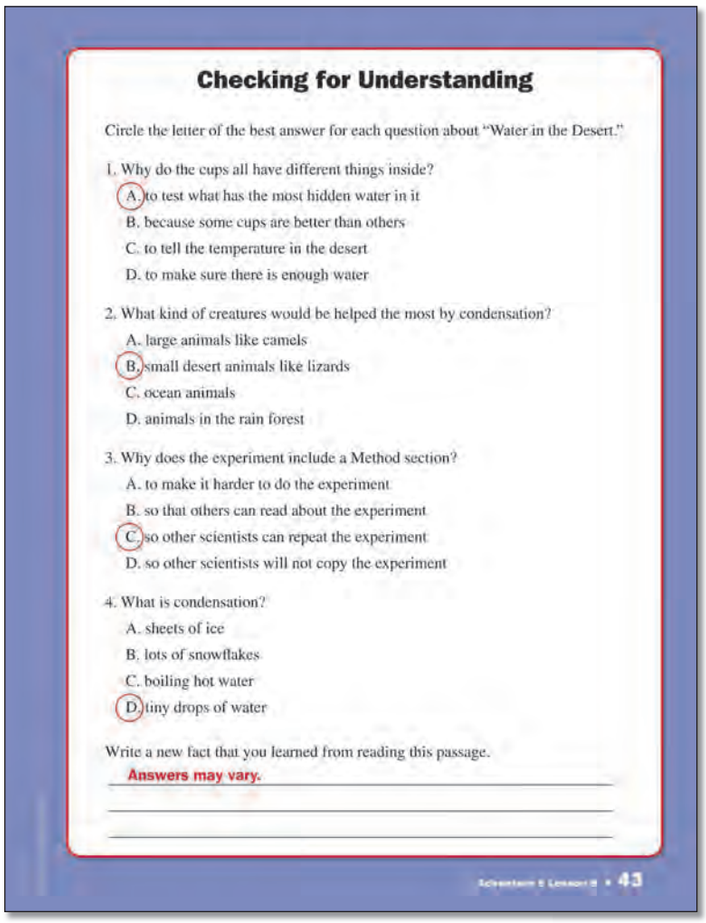
Have pairs of students reread the passage. After students have reread the passage, copy the graphic organizer on the board and in the text direct their attention to the end of the first section.

- **Let's look at some information from the text. The text says that each cup should be covered with plastic wrap.** Write *Each cup should be covered with plastic wrap.* in the first box of the graphic organizer.
- **What do I already know about this topic? What happens when food is covered with plastic wrap in the fridge?** (Sometimes drops of water will stick to the plastic wrap.) Write students' answers in the second box of the graphic organizer.
- **Now you can make an inference. What inference can you make about why the cup is covered with plastic wrap?** (so that the water would stick to it; so there is a way to measure the water droplets) Write the inference in the third box.

FLUENCY Have students follow along as you model fluent reading. Read the first paragraph at a smooth, even pace, enunciating clearly with appropriate expression.



Checking for Understanding

Circle the letter of the best answer for each question about "Water in the Desert."

1. Why do the cups all have different things inside?
   A. to test what has the most hidden water in it
   B. because some cups are better than others
   C. to tell the temperature in the desert
   D. to make sure there is enough water

2. What kind of creatures would be helped the most by condensation?
   A. large animals like camels
   B. small desert animals like lizards
   C. ocean animals
   D. animals in the rain forest

3. Why does the experiment include a Method section?
   A. to make it harder to do the experiment
   B. so that others can read about the experiment
   C. so other scientists can repeat the experiment
   D. so other scientists will not copy the experiment

4. What is condensation?
   A. sheets of ice
   B. lots of snowflakes
   C. boiling hot water
   D. tiny drops of water

Write a new fact that you learned from reading this passage.
Answers may vary.

43

After Reading (5 min.)

Checking for Understanding

Have students turn to page 43 in the Student Book and answer questions about the passage. Discuss the questions and answers when all students finish.

15 min.

Extra Practice

FLUENCY PRACTICE

Read with Expression

Materials: Fluency Books

Explain to students that good readers use expression when reading. Model reading a sentence using good expression. Have partners reread the Fluency Books to each other using good expression so that their reading sounds like natural speech.

VOCABULARY

Allow students to review the definitions of the vocabulary words. Then, have them write a cloze sentence for each word. Next, allow them to exchange sentences with their partners and complete them.

Adventure Checkpoint

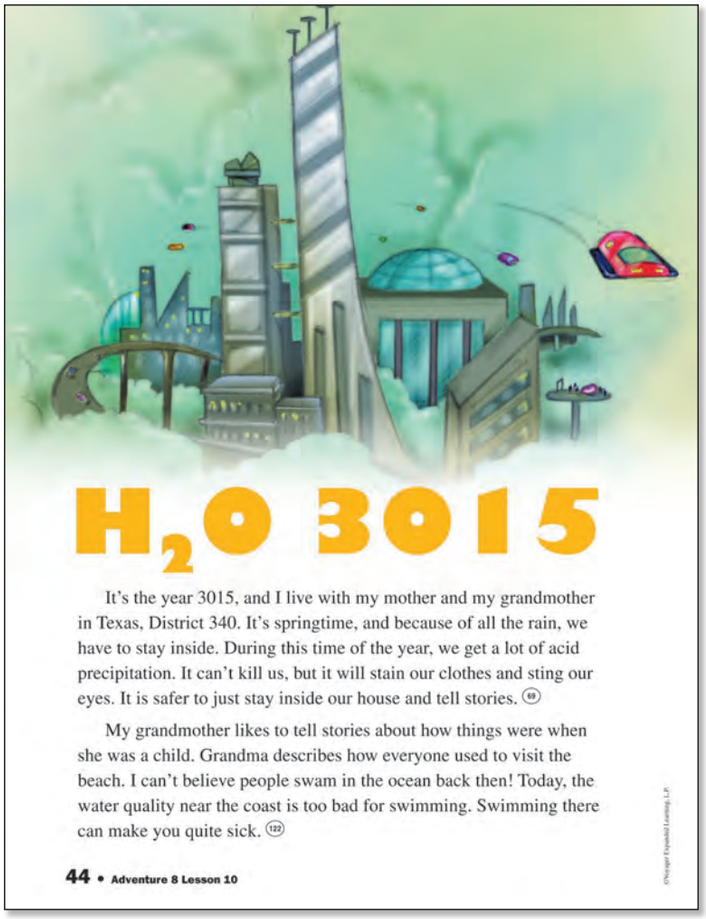
30 min.

PROGRESS MONITORING

Progress Monitoring measures are additional Vital Indicators of Progress (VIP) probes used to monitor progress on the key indicators as measured by Reading Connected Text (RCT). These quick probes can be administered on a biweekly basis for struggling students or monthly for emerging students. Refer to the Assessment Teacher's Guide for appropriate measures for targeted skills. Administer these at the end of each Adventure for struggling students and on a monthly (every other Adventure) basis for emerging students. Instructions for administration, scoring, and recording are located in the Assessment Teacher's Guide and Student Assessment Books.

These VIP measures provide data points to evaluate the response to instruction and intervention, thereby providing additional information to track student progress along the desired trajectory. If three data points fall consecutively below the trajectory, instructional adjustments should be made to elicit a faster rate of progress. Adjustments range from Reteach opportunities, Extra Practice, Adventure Centers, grouping, extended time, and changes to the instructional level.

Consider Reteach activities and additional practice for students who are struggling by focusing on phonics skills for reinforcing basic, then advanced decoding strategies; building automaticity with sight words; and building fluency with repeated reading for students with low RCT scores.



H_2O 3015

It's the year 3015, and I live with my mother and my grandmother in Texas, District 340. It's springtime, and because of all the rain, we have to stay inside. During this time of the year, we get a lot of acid precipitation. It can't kill us, but it will stain our clothes and sting our eyes. It is safer to just stay inside our house and tell stories. 69

My grandmother likes to tell stories about how things were when she was a child. Grandma describes how everyone used to visit the beach. I can't believe people swam in the ocean back then! Today, the water quality near the coast is too bad for swimming. Swimming there can make you quite sick. 122

44 • Adventure 8 Lesson 10

Before Reading (2 min.)

Preview

Direct students to page 44 in the Student Book. Have them preview the text by skimming the passage and focusing on the title, subtitles, images, and important words or phrases. Have them use the information from these features to predict what the passage is about. Check to see if the prediction(s) is correct while reading.

Clean water is hard to find now. Fresh food is expensive. Most of our food is created in science labs. It's healthy but it tastes like cardboard. Grandma always complains about it. 154

Grandma says things were different in her day. People used to raise animals and vegetables to eat. Grandma said neat green rows of plants were common back then. Now, all we have is dry, stubby grass. Tasty plants could not survive the acid rain and the high temperatures. The acid rain has also hurt the soil. 210

We drink "super-pure" water in small sips. It doesn't taste very pure to me! The water is sort of yellow. It tastes like chemicals. There aren't any other choices, so we have to drink it. We have so little water for drinking that we cannot spare any water to raise animals. 261

Read aloud the test-taking tip and instructions for the assessment. Make sure that students understand the instructions. Remind them that they will complete the assessment independently.

Test-Taking Tip

Remind students to think about what they want to say before they respond to a question in writing. Remind them how to make a plan for a written response.

Grandma's stories make me sad. Will my world ever be like it was when she was young? My mother tells me not to worry. She says there are people who are still trying to fix our environment. 298

The water shortage has changed some things for the better. People have been changing their ways and looking for information. Everyone conserves water. New machines are being created to clean ocean and rainwater through evaporation and other methods. They say that a group of explorers has found a huge ice sheet made of freshwater. We need to conserve the water we have left instead of polluting it. If we make different choices than they did in Grandma's time, maybe we can make the water clean again. 385

Words per Minute _____

During Reading (8 min.)

Instruct students to read the passage silently.

Adventure Checkpoint

Comprehension Assessment

Read "H_2O 3015" to answer the following questions. Circle the letter of the best answer for each question.

Main Idea
1. What is the main idea of the first paragraph?
   A. We should move to another planet.
   B. There is acid precipitation in the year 3015.
   C. Swimming can make you sick.
   D. We should eat food from labs.

Compare and Contrast
2. What is one difference between Grandma's times compared to 3015?
   A. They lived in apartments then.
   B. They didn't tell stories then.
   C. They ate vegetables and animals then.
   D. They couldn't swim then.

Cause and Effect
3. Why did the drinking water taste like chemicals?
   A. The water had been cleaned.
   B. The water had been poisoned.
   C. The water had medicine in it.
   D. The water was for the plants.

Cause and Effect
4. Why is food made in labs?
   A. Fresh food is too expensive.
   B. People like the lab food a lot.
   C. The lab food is healthier.
   D. The plants are grown with chemicals.

Cause and Effect
5. Why don't people raise animals to eat?
   A. They don't want to hurt animals.
   B. They don't like the taste of animals.
   C. The animals are all dead.
   D. There is not enough water.

Cause and Effect
6. Why do you think Grandma tells her stories?
   A. to distract the family from their hard life
   B. to upset her family
   C. to teach her family about how things were
   D. to pass the time

Vocabulary Assessment

Choose the correct word for each sentence.

aren't condensation quality information precipitation evaporate

1. I need more information to answer your question.
2. Tiny drops of water formed on my soda can from condensation.
3. My friends aren't going to drive cross-country without a new car.
4. Mariko says the quality of the apple is good.
5. Beans will not grow where there is no precipitation.
6. It would take years for that pond to evaporate.

In Response

Use the facts and details from "H_2O 3015," along with what you already know, to answer these questions.

1. Why is water important for life on Earth?
   Water helps plants grow. We need water for healthy bodies.
2. What could we do to prevent this story from happening?
   We could stop putting chemicals in the water.
   We could make sure each person has enough water to live.
3. What do you think life on Earth will be like a thousand years from now?
   Possible answer: I think life will not be like it is in the story. I think in a thousand years we will have learned ways to clean up dirty water. There will be laws against putting chemicals and trash in water. We will have learned how to use less water. Having enough water will be a basic human right. We might leave Earth to explore, but not because of water.

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After Reading (15 min.)

Direct students to pages 47 and 48 in the Student Books. Have them answer the Comprehension Assessment and Vocabulary Assessment questions related to the passage.

FLUENCY Have students reread the passage or do a 1-minute timed reading if time permits. Instruct students to use the word count at the end of each paragraph and record their words per minute at the end of the passage.

Adventure Wrap-Up (2 min.)

This Adventure was called *Water, Water Everywhere*. It's strange to know that something so common can be so important. Think about how much water you use in a day. Think about where that water comes from. Tell me about your favorite water-related activity. Name one thing you learned about water during this Adventure that you didn't know before.

Have students turn to their Adventure Checkpoint Map to track their own progress. Allow students who participated in the Adventure and are moving toward proficiency in reading to stamp their Adventure Checkpoint Map with the *Voyager Passport* stamp. Celebrate the completion of an Adventure. Students can earn additional stamps if their fluency rate has increased by two or more words since the last measurement.

Home Connection (3 min.)

Distribute Home Connection Blackline Master page 48. Have students reread the passage or excerpt on the page. Encourage students to reread the passage to family members and friends at home.

ELL ENGLISH LANGUAGE LEARNERS

When teaching words with two or more syllables, model how they are pronounced as well as which syllable is stressed. Underline the syllable to be stressed. Demonstrate the pronunciation with the incorrect syllable stressed and explain that it is the incorrect pronunciation.

RETEACH

For students who answered less than half of the questions correctly, use one or more of the following suggestions for reteach opportunities. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Discuss the correct answers to each question and refer students to the passage as needed.
- Clarify any confusing vocabulary words that might have led to the incorrect response.
- Use the Reteach Blackline Masters for Lessons 1–9 to provide additional opportunities to practice key skills.
- Reteach specific lesson components with no more than three students to increase opportunities to respond and provide immediate feedback.

INDEPENDENT PRACTICE

For students who answered more than half of the questions correctly, have them complete one of the following suggestions for independent practice:

- A Fluency Timed Reading on the Lesson 10 passage to monitor their fluency progress
- One or more of the Adventure Centers located at the end of each Adventure
- Rereading previously read stories and retelling the passage to each other

Adventure Centers

Adventure Centers provide additional opportunities for students to review and extend learned skills. The activities may be completed as a small group, with partners, or individually. Review the activities, selecting one that would benefit your students at this time.

FLUENCY

Timed Reading

Read grade-level text fluently.

1. **Choose a passage from a previous Adventure.**
2. **Ask your partner to start the timer when you begin to read. Your partner will call "time" after 1 minute.**
3. **Mark the place where you stopped reading.**
4. **Count the number of words you read and write it on your Fluency Chart in the back of your Student Book.**
5. **Switch roles with your partner and repeat.**

WORD STUDY

Syllable Mix

Combine syllables to form multisyllabic words.

1. **Select five multisyllabic words from your vocabulary log and write them on paper. Cut the words into syllables.**
2. **Mix the syllables together and exchange them with your partner.**
3. **Match your partner's syllables to make the original multisyllabic words.**
4. **Ask your partner to check your work for accuracy.**

VOCABULARY

Ending Well

Use roots and affixes to create new words.

Materials: index cards

1. Review the meaning of the suffixes *-ness*, *-tion*, *-sion*, and *-ive*.
2. **Write the following on 3 × 5 index cards: *-ness, -tion, -sion, -ive*.**
3. **Create as many words as possible using these suffixes.**
4. **Write the words on a sheet of paper, read them aloud, and say what they mean.**
5. **Use the words in a sentence.**

The Voyager online reading program provides additional opportunities for your students to build fluency, vocabulary, and comprehension skills independently. Use classroom computers to set up a Technology Adventure Center for your students.

LISTENING AND SPEAKING

The 5 *W*'s

Generate questions.

Materials: question cards, audio CD

1. Assign an audio passage for each group.
2. **Listen to the assigned audio passage.**
3. **Gather in your group and place the set of question cards facedown in the middle of the table.**
4. **Take turns selecting a card from the deck and asking about the passage based on the card you chose. (e.g., "*Who* or *What* is the story about?")**
5. **Group members answer the question.**
6. **Play continues until each question has been answered.**

WRITING

Buy This Book!

Write about the essential theme and important details in a grade-level text.

1. **Choose a passage from a previous Adventure and reread it as if it were a book published by a company you work for.**
2. **Then assume the role of a publishing copywriter and create "back cover copy" designed to sell your book to an audience.**
3. **Identify the essential theme and important details as you write to persuade others to buy your book.**
4. **Use descriptive words and emotional appeal.**

SCIENCE CONNECTION

Water and Me

Determine the main idea or essential message in a grade-level text and apply it to what is known.

1. **Reread Lessons 1 and 10 in this Adventure.**
2. **Think about how you use water each day.**
3. **Then write an expository passage about ways you can help to conserve water and why it is important to work to keep it clean.**

Adventure 9

Dollars and Sense

Adventure at a Glance

Lesson 1

Word Works
Suffix: *-able*

Read to Understand
Previewing Text
Expository Text Features
Making Inferences

Extra Practice
Fluency Practice: 3 Read
Writing in Response to Reading

Lesson 2

Word Works
Closed Syllables

Read to Understand
Text Connections
Generating Questions
Checking for Understanding

Extra Practice
Fluency Practice: Timed Reading
Literary Analysis

Lesson 3

Word Works
Homographs

Read to Understand
Previewing Text
Generating Questions
Retelling

Extra Practice
Fluency Practice: 3 Read
Vocabulary Practice

Lesson 4

Word Works
Review Homographs

Read to Understand
Building Background Knowledge
Main Idea

Extra Practice
Fluency Practice: Read with Expression
Writing in Response to Reading

Lesson 5

Adventure Checkpoint
Quick Check
Advanced Word Study
Vocabulary Check
Comprehension Check
Fluency: Timed Reading
Home Connection

Lesson 6

Word Works
Suffix: *-ment*

Read to Understand
Previewing Text
Drawing Conclusions
Main Idea

Extra Practice
Fluency Practice: 3 Read
Writing in Response to Reading

Lesson 7

Word Works
Review Suffix: *-ment*

Read to Understand
Activating Prior Knowledge
Retelling
Drawing Conclusions

Extra Practice
Fluency Practice: Timed Reading
Advanced Word Study

Lesson 8

Word Works
Prefix: *trans-*

Read to Understand
Previewing Text
Making Inferences
Retelling

Extra Practice
Fluency Practice: 3 Read
Writing in Response to Reading

Lesson 9

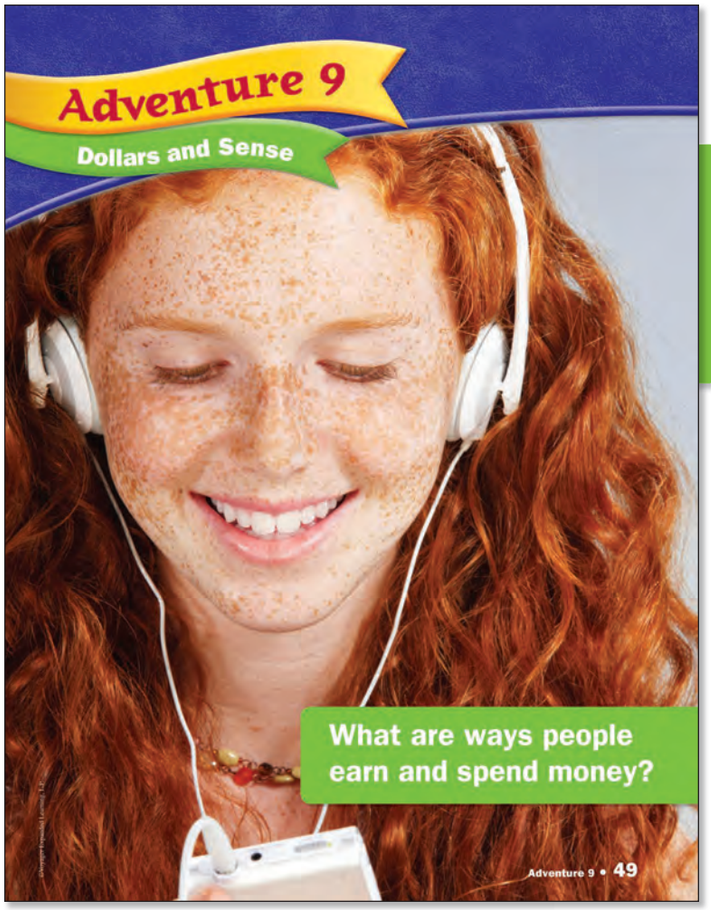
Word Works
Compound Words

Read to Understand
Previewing Text
Checking for Understanding

Extra Practice
Fluency Practice: Read with Expression
Vocabulary Practice

Lesson 10

Adventure Checkpoint
Progress Monitoring
Comprehension Assessment
Vocabulary Assessment
In Response
Fluency: Timed Reading
Adventure Wrap-Up
Home Connection



Adventure Starter

Making Connections

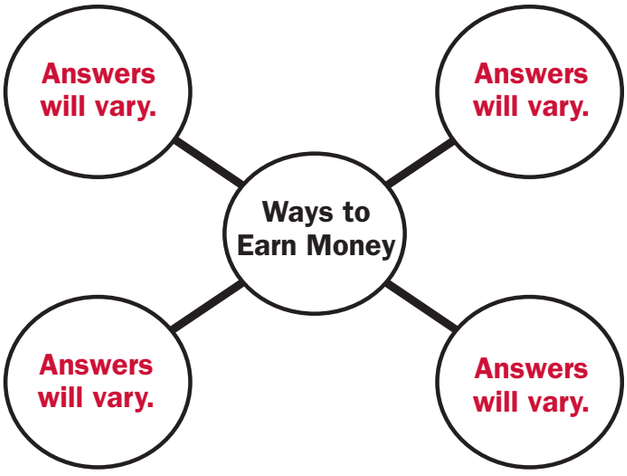
The title of this Adventure is *Dollars and Sense*. The author uses the word *sense* as a pun, or a play on words. Write *sense* and *cents* on the board. Point to each word as you say it. **Having good *sense* means to make good decisions about things. *Sense* sounds just like the word *cents*, which is a small unit of money, like a penny. In this Adventure we'll learn about some good, or *sensible*, ways of making money, or *cents*.**

Probing Question

What are ways people earn and spend money?

People have been using money for thousands of years. It is an important part of the way we live. What are some ways people earn and spend money? Allow students to respond.

Draw the concept map on the board with the heading "Ways to Earn Money." **Most people think of jobs as the main way to earn money, but there are other ways as well. People who make inventions and sell arts and crafts also make money. What are some other ways you can think of?** Write students' responses in the outer circles of the concept map.



Social Studies Connection: Economic Systems

Word Works

5 min.

2-MINUTE WARM-UP

R-Controlled Vowels *ar*, *or*, *ir*

Write the letters *ar, or,* and *ir* on the board. **We know that these letters make the sounds /är/ as in *start*, /ȯr/ as in *storm*, and /ər/ as in *thirst*.** Ask students to say each *r*-controlled vowel combination.

Then, write the words *parts, started, large, recorded, before, more, first,* and *stir* on the board. Read the words with students. For each word, encourage students to identify the *r*-controlled vowel and its sound.

SCIENCE CONNECTION

Have students think of a music player that would be even better than an MP3 player. Ask them to draw a diagram of their player. Have them write a composition describing the features and benefits of their player.

TEACHER TIPS

While you work with struggling students, have other students work with partners or individually to practice a skill.

Advanced Word Study (5 min.)

Suffix: *-able*

Write *-able* on the board. **This word part is a suffix. A suffix is a word part that occurs at the end of a word and often helps you understand the meaning of the word. Say this suffix.** (-able) Write the word *usable* on the board. Underline the suffix *-able*. **What is the suffix?** (-able) **Use the sounds you know to read the rest of the word.** (use) **What is the complete word?** (usable) Point out that the final *e* in *use* is dropped when the suffix is added.

The suffix *-able* means "can do" or "can be." The word *usable* means "can be used." What are some examples of things that could be *usable*? (paper, machines) Give an example sentence: **The car was old, but it was still *usable*.**

Write the word *likable* on the board. Underline the suffix *-able*. **What is the suffix?** (-able) **What is the rest of the word?** (like) **What is the complete word?** (likable) **What does the word *likable* mean?** (can be liked) Repeat with the remaining words.

usable	comfortable	workable
likable	breakable	

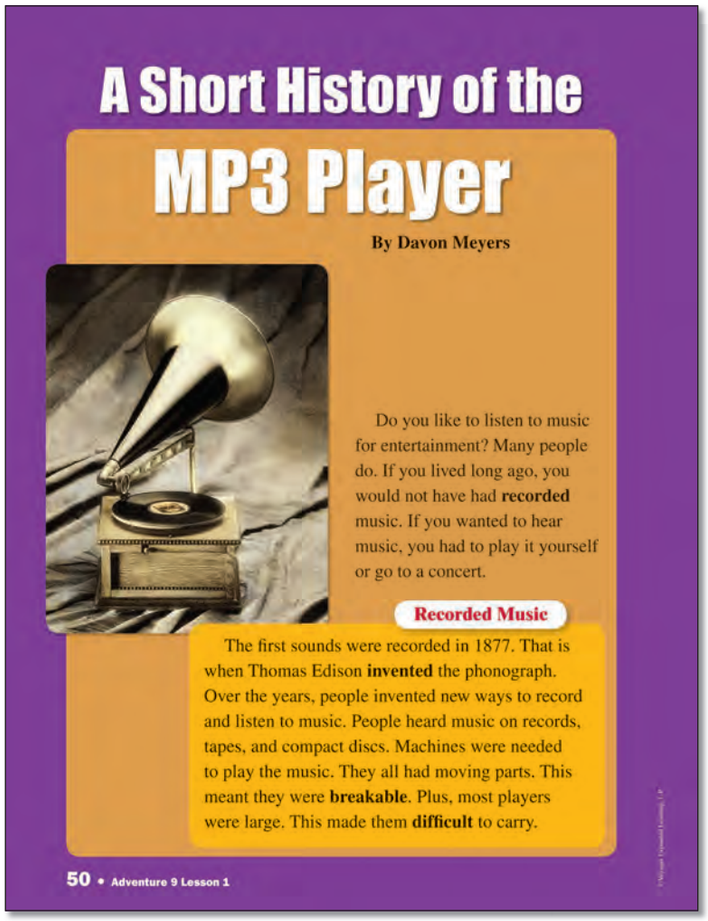
RETEACH Write the words in the box on the board, separating the suffix from the base word. Point to each word. Ask students what the suffix means. Then have them put the suffix together with the base word, say the word, and tell you what it means.

ENGLISH LANGUAGE LEARNERS

Some sounds will take longer than others to learn (for example, the schwa sound may take longer than /sh/), but don't stop teaching. Provide extra time for students to write and read the letters through additional activities.

Read to Understand

25 min.



A Short History of the MP3 Player

By Davon Meyers

Do you like to listen to music for entertainment? Many people do. If you lived long ago, you would not have had **recorded** music. If you wanted to hear music, you had to play it yourself or go to a concert.

Recorded Music

The first sounds were recorded in 1877. That is when Thomas Edison **invented** the phonograph. Over the years, people invented new ways to record and listen to music. People heard music on records, tapes, and compact discs. Machines were needed to play the music. They all had moving parts. This meant they were **breakable**. Plus, most players were large. This made them **difficult** to carry.

50 • Adventure 9 Lesson 1

Before Reading (5 min.)

Previewing Text

Have students turn to page 50 in the Student Book. **In this passage, we will learn about the history of the MP3 player, which is used for listening to music.** Have students skim the passage and look at the illustrations.

- **What do you already know about the MP3 player?** (Answers will vary.)
- **What kind of information do you think you will learn from the passage?** (how the MP3 player was invented)
- **What clues tell you this?** (the title, headings, and pictures) Write students' predictions on the board.

Vocabulary Introduction

Before we read together, let's look at some words you should know to help you read the passage.

Write the list of vocabulary words on the board.

Read the words to students, pointing to each word as it is read.

Read the words with me.

Point to each word, then say the word and its meaning.

What is the word for "made a copy of sounds"? (recorded)

Let's see how *recorded* is used in a sentence. Read the sentence aloud to students.

Repeat the procedure for the remaining words.

Vocabulary

recorded	made a copy of sounds **Jane *recorded* her song so she could listen to it later.**
invented	thought of and created something new **Tom *invented* a robot that will clean his room.**
breakable	can be broken **Katy wrapped the glass carefully because it was *breakable*.**
difficult	hard to do **The detective had a *difficult* time solving the mystery.**
amazing	surprising **The twins did some *amazing* tricks during their magic show.**

A New Invention

Think about listening to music using something that was built to fit in the palm of your hand. You are able to take it anywhere. This **amazing** machine is called an MP3 player. Work on the MP3 player started in Germany in 1987. It was not sold in the United States until 1996. It took three more years before the players were small and easy to carry. Another nice thing about the MP3 player is that it does not have moving parts. That helps to make it last a long time.

The MP3 player stores any music you like. You record songs from a computer. The player compresses each song. To compress a song means to make it as small as possible. Think about a balloon. A balloon with air takes up a lot of room. When you let the air out, the balloon is small. To compress a song is like letting the air out of a balloon. Because each song is compressed, an MP3 player can store a lot of songs. Part of each MP3 player is its memory. The memory is where the songs are stored. Some players have a memory that can store hundreds of songs. Others have a memory so big they can store thousands of songs!

Adventure 9 Lesson 1 • 51

A Playlist

One of the best things about an MP3 player is that you can make your own playlist. You get to choose the music you want to listen to. You can put the songs in any order you like.

52 • Adventure 9 Lesson 1

During Reading (15 min.)

Expository Text Features

Turn to page 50 in your Student Book. We will read a passage about the MP3 player. Before we read together, let's look at some words you should know to help you read the passage on your own. Write the words *phonograph, Germany, computer,* and *compress* on the board. Pronounce the words for students. Have students find each word or phrase in the text and quickly repeat it after you. Discuss the meanings of the words if necessary.

Have students read the text chorally.

What type of passage is this? (expository) **Skim the passage to find the headings. The headings tell you about each section.**

What kind of information did we learn in the section titled "A Playlist"? (You can record music you like on an MP3 player. You can put the songs in any order you like.)

Write *pictures, headings, charts, maps,* and *bullets* on the board, and have students copy these words onto a sheet of paper. Have students reread the passage with a partner. Tell partners that each time they come across an expository feature in the text, they should make a tally mark next to the appropriate word on their sheet of paper.

RETEACH To reinforce the importance of headings and pictures, write each section heading on the board (Recorded Music, A New Invention, A Playlist). Have students find the heading in the passage, look at the picture, and recall information learned in each section. List the information they communicate on the board. Then, have students use the list to retell the information from each section of the passage.

FLUENCY Discuss how good readers use pauses to help the listener understand what is being read. Read the Recorded Music section of the passage with the correct use of pauses. Then, read the same section with incorrect use of pauses. Have partners read the section to each other with correct use of pauses.

After Reading (5 min.)

Making Inferences

Writers do not always tell you everything directly in the text. Sometimes the writer expects you to *infer* meaning, or make a guess supported by the text.

Write the sentence on the board: *Fred runs three miles each morning.* **You know that people who work out are healthy, so you can *infer* that Fred is healthy.**

Use the following questions to guide students in making inferences.

- **What is a phonograph?** *Analysis* (information from the text: The first sounds were recorded in 1877 when Edison invented the phonograph; what I already know: I have seen a picture of the phonograph in the passage; inference: a phonograph is a record player)
- **Was the first MP3 player small or large?** *Analysis* (information from the text: first MP3 player was built in Germany in 1987, sold in the United States in 1996, and took three years before the players were small and easy to carry; what I already know: when electronics are first invented, they are sometimes large—the first cell phones were large, televisions and computer monitors had big boxes of components behind the screen but now they are flat; inference: the first MP3 player was larger than the ones we use now)

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allowing your partner to answer. Then, tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Persuasive Writing

Write a letter to your teacher to persuade him or her to get an MP3 player for your class. Be sure to include an opinion statement, one or more supporting reasons why the MP3 player would be helpful to students, a counterargument addressing the opinion of the opposite side, and a conclusion.

Word Works

5 min.

2-MINUTE WARM-UP

Sight Words

Write *listen* on the board. **I'll read this word. This word is *listen*. What is this word?** (listen) **Let's read the word again.** (listen) **Let's spell the word.** (l-i-s-t-e-n) **What is the word?** (listen)

Repeat this process with the words *machine, store, record, built,* and *able.* Conclude by asking students to read the list of words in a way that sounds like natural speech to build fluency.

SOCIAL STUDIES CONNECTION

Thomas Edison's inventions changed the world we live in. The electric light that Edison invented in 1879 is now considered an everyday convenience, but in the 1800s it allowed people to take part in more activities after dark for the first time. Ask students to research Thomas Edison and make a timeline of the things he invented. Have students tell how each invention changed our world.

ENGLISH LANGUAGE LEARNERS

Teach in small groups, made of native and non-native English speakers. This will provide English Language Learners with multiple opportunities to hear good models of English and correct pronunciation of sounds. In addition, they will have more opportunities to practice and receive teacher feedback and support.

Advanced Word Study (5 min.)

Closed Syllables

Write the word *invent* on the board. Say the word as you point to it. Have students repeat it. (invent)

What can we do to help us read a long word? (break the word into parts) **What is the first word part or syllable?** (in) **This syllable ends with a consonant and the vowel makes the short sound.**

What is the second word part or syllable? (vent) **This syllable ends with a consonant and the vowel makes the short sound.**

Put the word parts together. What is the word? (invent)

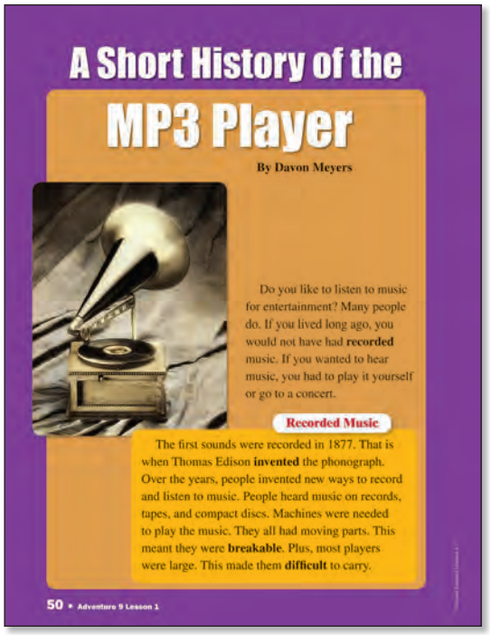
Write the remaining words in the box on the board. Repeat the steps for the remaining words.

invent	compact	until
compress	hundred	

RETEACH Have students who are having difficulty identifying word parts clap between syllables. **When I say *invent* there is a pause between *in* and *vent*. This means that *vent* is a new syllable. Repeat after me.** Say *invent,* clapping between *in* and *vent.* Have students clap at the syllable break in *compact, until, compress,* and *hundred.* Once the students can hear the separate syllables, work with them to spell each word part.

Read to Understand

25 min.



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50 • Adventure 9 Lesson 1

A New Invention

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The MP3 player stores any music you like. You record songs from a computer. The player compresses each song. To compress a song means to make it as small as possible. Think about a balloon. A balloon with air takes up a lot of room. When you let the air out, the balloon is small. To compress a song is like letting the air out of a balloon. Because each song is compressed, an MP3 player can store a lot of songs. Part of each MP3 player is its memory. The memory is where the songs are stored. Some players have a memory that can store hundreds of songs. Others have a memory so big they can store thousands of songs!

Adventure 9 Lesson 1 • 51

A Playlist

One of the best things about an MP3 player is that you can make your own playlist. You get to choose the music you want to listen to. You can put the songs in any order you like.

52 • Adventure 9 Lesson 1

Before Reading (5 min.)

Text Connections

Have students turn to page 50 in the Student Book. **We read about different ways music has been recorded since it was first recorded in 1877. Name four ways that people can record and listen to music.** (Possible responses: records, tapes, compact discs, MP3 players) Write student responses in a bulleted list on the board. **Which of these ways to record and listen to music is your favorite?** (Possible response: the MP3 player because I can take it with me in my pocket)

Vocabulary Review

Write the list of words on the board. Have students write the words in their vocabulary logs.

Help students develop understanding of the words across contexts: **If any of the things I say might be examples of something breakable, say "breakable." If not, do not say anything.**

- *vase* (breakable)
- *water*
- *stick* (breakable)
- *watch* (breakable)
- *air*

Repeat this strategy with the remaining words. Example: **If any of the things I say can be recorded, say "recorded."** (words, music, food, shoes)

Vocabulary

recorded	made a copy of sounds **The band *recorded* five new songs for their CD.**
invented	thought of and created something new **Automobiles were not *invented* until the 1800s.**
breakable	can be broken **Mom told me to be careful with the dish because it is *breakable*.**
difficult	hard to do **The scientist performed a *difficult* experiment.**
amazing	surprising **The circus performers were *amazing*.**

RETEACH Use the Reteach Blackline Master page 49 to provide additional support or practice with vocabulary. Have students work independently to draw lines to connect each vocabulary word with its definition. Then have them answer the questions. Encourage students to discuss their answers.

During Reading (15 min.)

Generating Questions

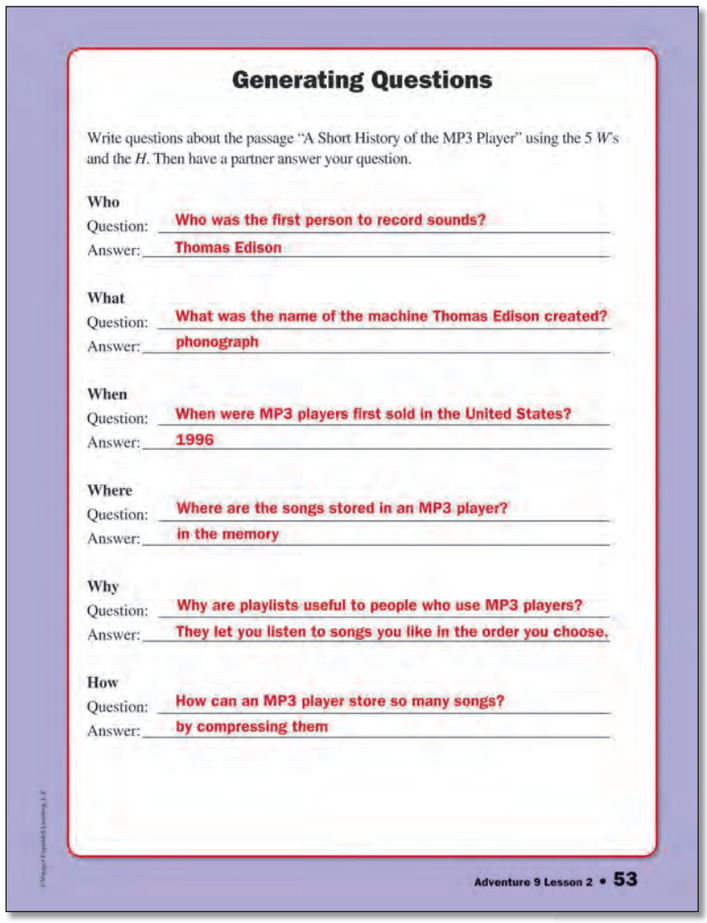
Have students choral read the passage. **Try to find answers to the following questions as you read.**

- **What is the passage about?**
- **Why did Thomas Edison invent the phonograph?**
- **Where was the first MP3 player invented?**

Have students use the 5 *W*'s and the *H* to find the answers to the questions. **Good readers ask good questions about the passage they are reading. We can ask questions about the passage we read today. When we ask questions, we can use the 5 *W*'s and the *H* to start our questions. The 5 *W*'s are *who, what, when, where,* and *why*. The *H* stands for *how*.**

Direct students to page 53 in the Student Book. Have students reread the passage with a partner. After reading, each student should write questions from the passage using the 5 *W*'s and the *H*. Have each student read the questions to a partner, and have the partner answer them. Then have students switch roles.

FLUENCY Explain to students that reading should sound like you are speaking your own words. Read the last section of the passage, modeling rate and accuracy.



Generating Questions

Write questions about the passage "A Short History of the MP3 Player" using the 5 *W*'s and the *H*. Then have a partner answer your question.

Who
Question: Who was the first person to record sounds?
Answer: Thomas Edison

What
Question: What was the name of the machine Thomas Edison created?
Answer: phonograph

When
Question: When were MP3 players first sold in the United States?
Answer: 1996

Where
Question: Where are the songs stored in an MP3 player?
Answer: in the memory

Why
Question: Why are playlists useful to people who use MP3 players?
Answer: They let you listen to songs you like in the order you choose.

How
Question: How can an MP3 player store so many songs?
Answer: by compressing them

Adventure 9 Lesson 2 • 53

After Reading (5 min.)

Checking for Understanding

Today, you created questions about the passage. I made a set of questions, too. Let's answer my questions. Assess students' understanding of important details by asking the following questions:

- **This passage is about recorded music. What was the machine called that first recorded sounds?** *Knowledge* (the phonograph)
- **How does the small MP3 player store a large number of songs?** *Comprehension* (it compresses the songs)
- **When was the first MP3 player that was small enough to carry introduced to the United States?** *Synthesis* (1999)
- **Where does the MP3 player store songs?** *Comprehension* (in memory)
- **Why would you want to purchase an MP3 player with a large memory?** *Comprehension* (larger memory stores more songs)

15 min.

Extra Practice

FLUENCY PRACTICE

Timed Reading

Materials: Fluency Books

Distribute the Fluency Books.

1. **Quickly read the story to yourself and make sure you know all the words.**
2. **Tell your partner to start the timer and call "time" after 1 minute.**
3. **Read carefully and stop when your partner calls "time." Mark the place where you stopped.**
4. **Count the number of words you read.**
5. **In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.**
6. **Switch roles with your partner.**

LITERARY ANALYSIS

Draw a Venn diagram on the board. Have students compare and contrast an MP3 player with earlier machines used to record and play music.

Word Works

5 min.

2-MINUTE WARM-UP

Compound Words

Write the word *freshwater* on the board. **Compound words like *freshwater* are made by putting two words together. What two words make the word *freshwater*?** (fresh, water)

Write the words *afternoon*, *everything*, *flashlight*, *outside*, *sidewalk*, and *snowstorm* on the board. Read the list of words with students. Then have students read the list of words quickly. Encourage students to identify the two words that make each compound word.

SCIENCE CONNECTION

The sponge's body is made of small and large pores. Water flows into the small openings and out through the larger openings to allow the animal to strain microscopic debris from the water. The sponge uses the debris for food. The sponge has no brain, muscles, eyes, heart, gills, or other organs. Have students list the facts they learned about sponges in a web diagram.

TEACHER TIPS

Determine which students would benefit from individualized instruction and provide opportunities to reinforce specific skills that have not been mastered.

Advanced Word Study (5 min.)

Homographs

Write *rest* on the board. **This word is a homograph. Homographs are two words that are spelled the same but have different meanings. Listen to this sentence: I need to *rest* after I run around the track. What does *rest* mean in this sentence?** (to take it easy) **Now, listen to this sentence: The *rest* of the students rode the bus home. What does *rest* mean in this sentence?** (the remainder; those that are left over)

Write the remaining words in the box on the board. Read each word with students. Discuss the different meanings each word can have.

rest	fair	kind	light
pen	racket	top	

RETEACH Write the word *rest* on the board. Have students write the word on each side of an index card. Ask students to give two meanings for *rest*. Have them draw each meaning on one side of the card. Then, have students look at one side of the card and use *rest* in a sentence. Then, turn the index card over and use the alternative meaning of *rest* in a sentence. Repeat the steps with the remaining words.

ENGLISH LANGUAGE LEARNERS

Choral or partner reading can be used as one strategy to promote fluency in English Language Learners. Reading with others encourages students to read aloud and provides good models of English reading (that is, pronunciation, intonation, and prosody).

Read to Understand

25 min.

Sponges from the Sea

By Michael Zang

What do you do if you spill milk? You might use a sponge to clean it up. Most sponges are made in factories. Long ago, all sponges came from the sea.

What Is a Sponge?

Sponges are living things. They are animals. There are more than 9,000 kinds of sponges. Only one type of sponge lives in freshwater. The rest live in salt water. Some sponges live alone. Others live in groups. Sponges come in lots of shapes and colors. Adult sponges attach to things like rocks, coral, and shells. Sponges show little movement. That is why people used to think that they were plants.

54 • Adventure 9 Lesson 3

Before Reading (5 min.)

Previewing Text

Have students turn to page 54 in the Student Book. **In this passage, we will learn about sponges that fishers find in the sea.** Have students skim the first two paragraphs of the passage and look at the illustration. **What do you already know about sponges?** (Answers will vary.) **What kind of information do you think you will learn from the passage?** (details about sea sponges) **What clues tell you this?** (the title, headings, pictures)

Vocabulary Introduction

Before we read together, let's look at some words you should know to help you read the passage.

Write the list of vocabulary words on the board.

Read the words to students, pointing to each word as it is read.

Read the words with me.

Point to each word, and then say the word and its meaning.

What is the word for "having beauty"? (lovely)

Let's see how *lovely* is used in a sentence. Read the sentence aloud to students.

Repeat the procedure for the remaining words.

Vocabulary

lovely	having beauty **Darla put the *lovely* flowers in a vase.**
ornamental	used for beauty or decoration **Keisha likes to have *ornamental* plants in her bedroom.**
shallow	not very deep **The dog ran through the pool of *shallow* water.**
removed	took away **I *removed* the letter from the envelope.**

How Are Sponges Used?

Some sea sponges can hold water. Long ago, people in Greece used them when bathing. Soldiers from Rome drank water from them. Today, some people still use sea sponges for bathing. Other sponges are **lovely** to look at. These are **ornamental**.

How Do We Get Sponges?

Fishers in Florida discovered sponges there in the early 1800s. Storms had washed the sponges onto a beach. The fishers sold the sponges. In 1849, the fishers sent sponges to New York. The sponges sold quickly.

Soon lots of fishers wanted to sell sponges. They went out in small boats. The water was **shallow**, clear, and calm. This made the sponges easy to see. The fishers had a long pole with a hook. They used it to grab the sponges. Then they **removed** the sponges from the water.

Before World War II, fishers in Florida sold about 600,000 pounds of sponges each year. As time passed, there were fewer sponges. Fishers took too many sponges from the sea. Also, disease caused a lot of sponges to die.

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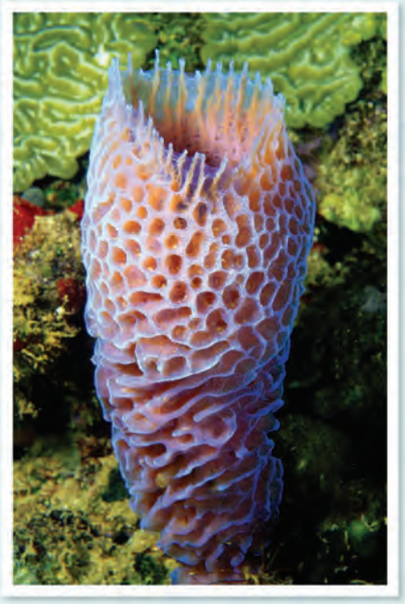

What Is Sponge Diving Like Today?

Today, fishers in Florida are more **responsible**. They sell only about 60,000 pounds of sponges each year. They go to deeper waters to find sponges. They go diving in special suits. Many divers try to take better care of the sponges. They use a knife to cut off the sponges. By doing this, they hope a new sponge will grow where the old one was.

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During Reading (15 min.)

Generating Questions

Before we read together, let's look at some words you should know to help you read the passage. Write the words *factories, freshwater, salt water,* and *fishers* on the board. Pronounce the words for students. Discuss the meanings if necessary. Remind students to look for these words as they read.

Choral read the passage with students. Remind students that good readers ask questions while they read. Explain to students that as they read, they should ask questions to see what information they can gather about a topic. Write the 5 *W*'s and the *H* on the board: *who, what, when, where, why,* and *how*.

Let's read the first paragraph aloud. This is the introduction. The introduction should tell you *who* or *what* the passage will be about. What questions can we answer from the introduction? (*who* or *what* the passage is about)

Have students read the section "What Is a Sponge?" chorally. **What questions can we answer from this section?** (Possible answers: What is a sponge? Where do sponges live? Why did people think sponges were plants?) Write the questions on the board. Ask volunteers to answer each question and record answers.

Repeat the procedure with the remaining sections of the passage. Chorally read each section. Stop after each to have students generate a list of questions. Write the questions on the board. Ask volunteers to answer each question and record answers.

RETEACH Chorally read the first section of the passage. Model a question beginning with *who, what, when, where, why,* or *how*. Have students locate information in the section to answer the question. Then, switch roles. Have students ask another question about the section using your question as an example. Answer the question for the students. Repeat the procedure for the remaining sections.

FLUENCY Have students take turns reading the paragraphs in the passage. Remind the readers to trace the words with their fingers as they read. Have the student who is not reading check the reader's accuracy and help to correct any mistakes.

After Reading (5 min.)

Retelling

Today, you created questions about the passage as we read it. Asking questions while reading helps you gather and remember information about the passage.

Write the name of each section of the passage on the board. (What Is a Sponge? How Are Sponges Used? How Do We Get Sponges? What Is Sponge Diving Like Today?)

Now, let's retell each section. Point to the name of each section on the board and ask students to retell the important ideas in the section.

If time allows, ask the following questions to check understanding:

- **Why do you think fishers took as many sponges as they could find in the beginning of sponge fishing?** *Analysis* (They made a lot of money.)
- **What information would you use to support the conclusion that sponges need to be protected?** *Synthesis* (Disease kills some sponges. The numbers of sponges in the sea went down when fishers were allowed to take all that they wanted.)
- **Can you predict what will happen to sea sponges in the future?** *Application* (New sponges will grow, and the fishers will not take too many sponges. Therefore, the number of sponges will stay about the same.)
- **The author stated that today's fishers are more *responsible* about sponge fishing. What does this mean?** *Comprehension* (Today's fishers are able to make a better choice by not harvesting so many sponges.)

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allowing your partner to answer. Then, tell each other about the story you read.**

VOCABULARY

Have students work in pairs to write a paragraph about sponges that uses as many vocabulary words as possible. Students should work to create at least three sentences that use the vocabulary words correctly. Have students circle the vocabulary word each time it is used in the paragraph.

Word Works

5 min.

2-MINUTE WARM-UP

Spelling

Materials: write-on boards

Write *today* on the board. **Read the word *today*.**

Cover the word.

Write *today*. Pause while students write the word on a write-on board.

Uncover the word. **Does your word look like mine?** Pause. Have students correct the word if it is misspelled.

Repeat with the words *hold, quickly, rest, cause,* and *discovered.*

SOCIAL STUDIES CONNECTION

Have students work with a partner to list the uses of sponges presented in the passage. Ask students to create a flowchart showing a timeline from the 1800s to the present. Place the items from the list on the flowchart to show the uses of the sponge in order from the 1800s to the present.

ENGLISH LANGUAGE LEARNERS

Direct students to the question marks at the end of each section heading. Point out that punctuation marks are used only at the end of the sentence in English.

Advanced Word Study (5 min.)

Review Homographs

Write *die* on the board. ***Die* is a homograph because it can mean "to stop living" and it can mean "a tool used for cutting something out."** Model how to write *die* in two sentences, showing the two meanings: **Many of the farmer's crops began to *die*. The artist used a *die* to cut the sheet of metal.**

Have students complete the homograph activity on page 57 of the Student Book. Invite students to share their answers.

RETEACH Explain to students that when they see a homograph in reading, they should think about the words in the sentence and look at the pictures to figure out the meaning. Have students underline homographs in a passage, then explain their meanings based on the context.

Read to Understand

25 min.

Sponges from the Sea

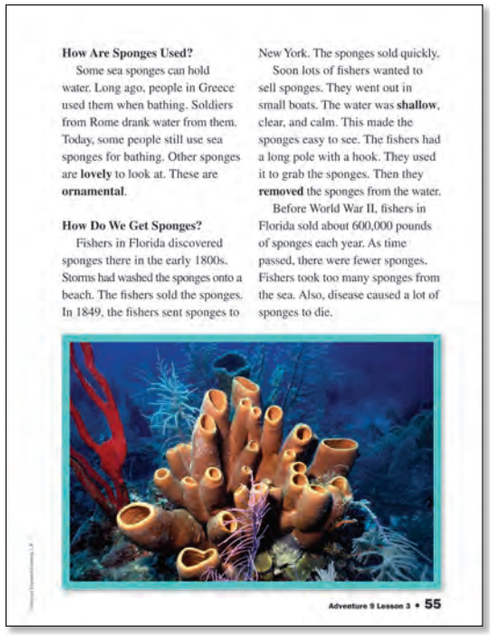
By Michael Zang

What do you do if you spill milk? You might use a sponge to clean it up. Most sponges are made in factories. Long ago, all sponges came from the sea.

What Is a Sponge?

Sponges are living things. They are animals. There are more than 9,000 kinds of sponges. Only one type of sponge lives in freshwater. The rest live in salt water. Some sponges live alone. Others live in groups. Sponges come in lots of shapes and colors. Adult sponges attach to things like rocks, coral, and shells. Sponges show little movement. That is why people used to think that they were plants.

54 • Adventure 9 Lesson 3



How Are Sponges Used?

Some sea sponges can hold water. Long ago, people in Greece used them when bathing. Soldiers from Rome drank water from them. Today, some people still use sea sponges for bathing. Other sponges are **lovely** to look at. These are **ornamental**.

How Do We Get Sponges?

Fishers in Florida discovered sponges there in the early 1800s. Storms had washed the sponges onto a beach. The fishers sold the sponges. In 1849, the fishers sent sponges to New York. The sponges sold quickly.

Soon lots of fishers wanted to sell sponges. They went out in small boats. The water was **shallow**, clear, and calm. This made the sponges easy to see. The fishers had a long pole with a hook. They used it to grab the sponges. Then they **removed** the sponges from the water.

Before World War II, fishers in Florida sold about 600,000 pounds of sponges each year. As time passed, there were fewer sponges. Fishers took too many sponges from the sea. Also, disease caused a lot of sponges to die.

Adventure 9 Lesson 3 • 55

What Is Sponge Diving Like Today?

Today, fishers in Florida are more **responsible**. They sell only about 60,000 pounds of sponges each year. They go to deeper waters to find sponges. They go diving in special suits. Many divers try to take better care of the sponges. They use a knife to cut off the sponges. By doing this, they hope a new sponge will grow where the old one was.

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Before Reading (5 min.)

Building Background Knowledge

Have students turn to page 54 in the Student Book. **When we read "Sponges from the Sea" during our last lesson, we learned that sponges are living things. Only one type of sponge lives in freshwater. All other sponges live in salt water. What are some other animals that live in salt water?** (Possible answers: sharks, crabs, oysters, shrimp) List some responses on the board.

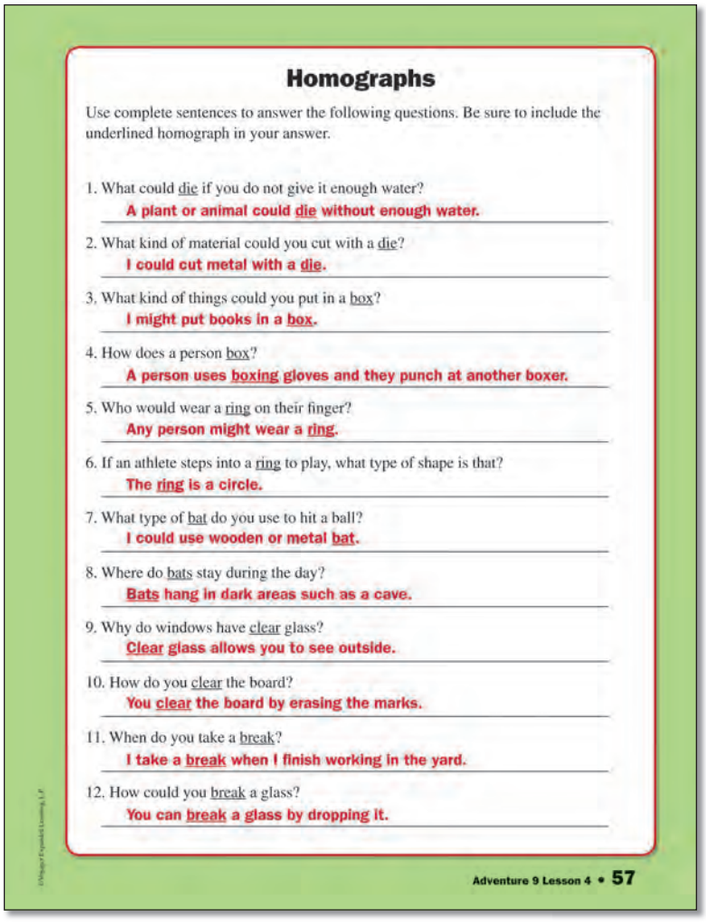
Do fishers capture these animals? (Answers will vary.)

Why is each animal valuable to the fisher? (Answers will vary.)

Vocabulary Review

Write the list of words on the board. Have students write the words in their vocabulary logs. **Let's review the vocabulary words in the passage.** Ask the following questions:

- **Which is *shallow*, a mudhole or the sea?** (a mudhole)
- **What kinds of things are considered *lovely*?** (Answers will vary.)
- **What might be *removed* from a basket of apples?** (Possible responses: the spoiled apples, the stems and leaves)
- **Would a tomato plant be an *ornamental* plant?** (no, because it is grown for food, not beauty)



Homographs

Use complete sentences to answer the following questions. Be sure to include the underlined homograph in your answer.

1. What could die if you do not give it enough water?
   A plant or animal could die without enough water.
2. What kind of material could you cut with a die?
   I could cut metal with a die.
3. What kind of things could you put in a box?
   I might put books in a box.
4. How does a person box?
   A person uses boxing gloves and they punch at another boxer.
5. Who would wear a ring on their finger?
   Any person might wear a ring.
6. If an athlete steps into a ring to play, what type of shape is that?
   The ring is a circle.
7. What type of bat do you use to hit a ball?
   I could use wooden or metal bat.
8. Where do bats stay during the day?
   Bats hang in dark areas such as a cave.
9. Why do windows have clear glass?
   Clear glass allows you to see outside.
10. How do you clear the board?
    You clear the board by erasing the marks.
11. When do you take a break?
    I take a break when I finish working in the yard.
12. How could you break a glass?
    You can break a glass by dropping it.

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Vocabulary

lovely	having beauty **Stephanie made a *lovely* card for her mother.**
ornamental	used for beauty or decoration **Martina takes good care of her *ornamental* plants.**
shallow	not very deep **Small children usually play in the *shallow* part of a swimming pool.**
removed	took away **Someone *removed* the book from the table.**

During Reading (10 min.)

Main Idea

Write the letters *W–I–N* on the board. Help students use the W–I–N strategy to find the main idea of the first section of the passage, under the heading What Is a Sponge? Ask the following questions:

- Point to the letter *W*. **What does the *W* of the W–I–N strategy stand for?** (who or what) ***Who* or *what* is the first section mainly about?** (sponges)
- **What does the *I* of the W–I–N strategy stand for?** (important information) **What is the most *important information* in the first section?** (sponges are animals, most live in salt water, they show little movement)
- **What does the *N* of the W–I–N strategy stand for?** (main idea statement in the smallest *number* of words possible) **How would you say the information from the first section in the smallest *number* of words?** (Possible answer: Sponges are animals that live in water and don't move much.)

Have students reread the section What Is a Sponge? to see if the main idea is stated or unstated. **Is the main idea stated or unstated in the first section of the passage?** (unstated) Have students underline the sentences that contribute to the main idea.

RETEACH Use Reteach Blackline Master page 50 to provide additional support and practice with finding the main idea.

FLUENCY Redirect students to the first section of the passage. Model reading one sentence, then have students reread, modeling how to read with the same rate and expression. Repeat with several sentences.

After Reading (10 min.)

Main Idea

Have students work in pairs to give the main idea for each of the remaining sections of the passage. Write the name of each section on the board. (How Are Sponges Used? How Do We Get Sponges? What Is Sponge Diving Like Today?) Ask students the following questions for each section:

- **What is the main idea of the section?** *Comprehension* (Answers will vary.) Write the main idea on the board.
- **Is the main idea stated or unstated?** *Comprehension* (Answers will vary depending on the section of the passage.) If the main idea is stated, have students underline it.

15 min.

Extra Practice

FLUENCY PRACTICE

Read with Expression

Materials: Fluency Books

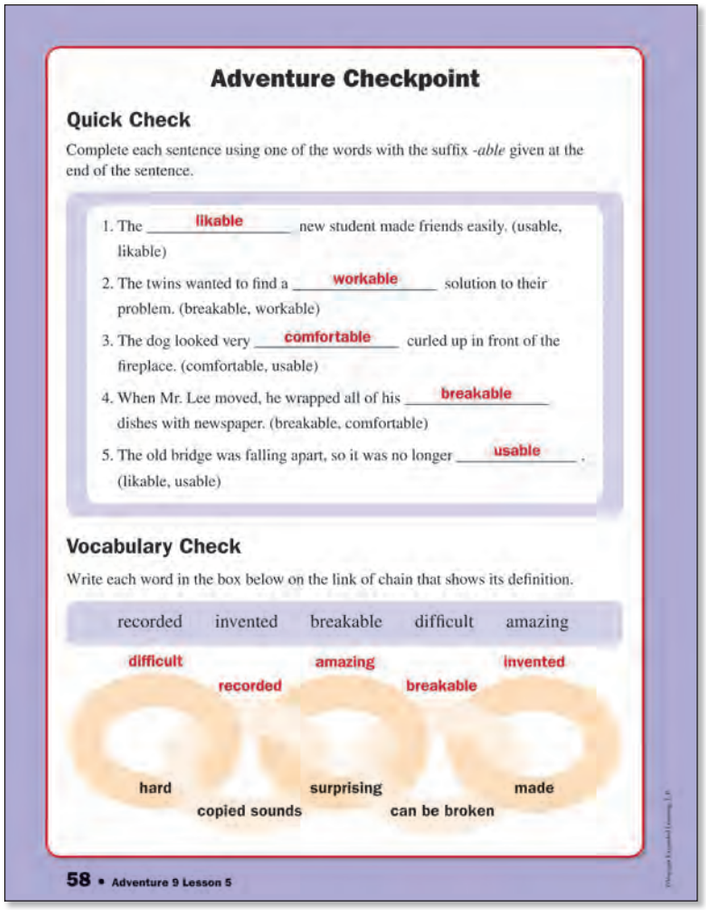
Explain to students that good readers use expression when reading. Model reading a sentence using good expression. Have partners reread the Fluency Books to each other using good expression so that their reading sounds like natural speech.

WRITING IN RESPONSE TO READING

Review the elements of narrative text: *character, setting, problem, events,* and *solution*. Have students pretend that they are a sponge fisher. Have them write about an exciting adventure they had while sponge fishing.

Adventure Checkpoint

30 min.



Adventure Checkpoint

Quick Check

Complete each sentence using one of the words with the suffix *-able* given at the end of the sentence.

1. The likable new student made friends easily. (usable, likable)
2. The twins wanted to find a workable solution to their problem. (breakable, workable)
3. The dog looked very comfortable curled up in front of the fireplace. (comfortable, usable)
4. When Mr. Lee moved, he wrapped all of his breakable dishes with newspaper. (breakable, comfortable)
5. The old bridge was falling apart, so it was no longer usable. (likable, usable)

Vocabulary Check

Write each word in the box below on the link of chain that shows its definition.

recorded invented breakable difficult amazing

difficult recorded amazing breakable invented

hard copied sounds surprising can be broken made

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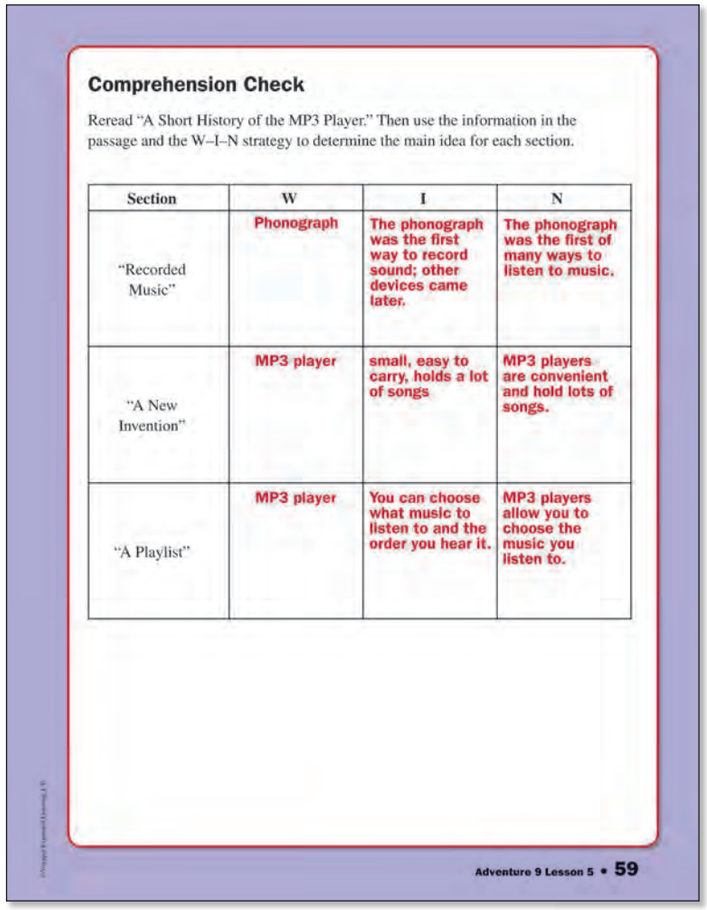

Comprehension Check

Reread "A Short History of the MP3 Player." Then use the information in the passage and the W–I–N strategy to determine the main idea for each section.

Section	W	I	N
"Recorded Music"	Phonograph	The phonograph was the first way to record sound; other devices came later.	The phonograph was the first of many ways to listen to music.
"A New Invention"	MP3 player	small, easy to carry, holds a lot of songs	MP3 players are convenient and hold lots of songs.
"A Playlist"	MP3 player	You can choose what music to listen to and the order you hear it.	MP3 players allow you to choose the music you listen to.

Adventure 9 Lesson 5 • 59

Quick Check (5 min.)

Have students turn to page 58 in the Student Book. Have them complete the Quick Check by choosing the correct word with the suffix *-able* to complete each sentence.

Vocabulary Check (10 min.)

Have students complete the Vocabulary Check activity, choosing the correct definition for each word. Have students work alone or with a partner.

Comprehension Check (10 min.)

Have students reread the passage in Lesson 1, "A Short History of the MP3 Player." Have them complete the Comprehension Check activity on page 59.

Students will reread the passage "Sponges from the Sea" on page 54 with a partner, then conduct a timed reading of the passage.

FLUENCY Have students reread the passage with a partner. After the partners have read the passage together, have partners do a timed reading of the passage.

- Student 1 reads aloud to student 2, who follows along and corrects as needed.
- At the conclusion of 1 minute, student 1 marks where he or she stopped.
- Student 2 reads aloud to student 1, who follows along and corrects as needed.
- At the conclusion of 1 minute, student 2 marks where he or she stopped.
- Students count the total number of words read.
- Students write their score on the Fluency Chart located in the back of the Student Book.

Home Connection (5 min.)

Distribute the Home Connection Blackline Master page 51 in the Student Book and briefly review the activities with students. Have students reread the passage on the page. Encourage students to reread the passage to family members and friends at home.

ELL ENGLISH LANGUAGE LEARNERS

Teach in small groups made of native and non-native English speakers. This will provide English Language Learners with multiple opportunities to hear good models of English and correct pronunciation of sounds. In addition, they will have more opportunities to practice and receive teacher feedback and support.

RETEACH

If students do not demonstrate proficiency in skills and strategies taught in Lessons 1–4, provide additional instruction using one or more of the following suggestions. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Reteach specific lessons in a one-to-one setting or to pairs to provide an increased number of opportunities for multiple responses and correction procedures.
- Include more modeling and additional support in the reteach.
- Use the Reteach Blackline Masters for Lessons 1–4 to provide additional systematic instruction on the key skills.

INDEPENDENT PRACTICE

For students who demonstrate proficiency, have them complete one or more of the following activities:

- Additional activities provided in the Adventure Checkpoint
- One or more of the Adventure Centers located at the end of each Adventure
- Rereading previously read passages with partners and retelling the passages to each other

Word Works

5 min.

2-MINUTE WARM-UP

Words with *ee, ea*

Write the letters *ee* and *ea* on the board. **We know that these letters can make the sound /ē/ as in *deep* and *bean*. What sound do *ee* and *ea* make?** (/ē/ as in *deep* and *bean*)

Write the words *keep, see, cheese, teach, each, meat, eating,* and *weave* on the board. Read the list of words with students. Then have students read the list of words quickly. Have volunteers come to the board and circle *ee* and *ea* in the words you have listed.

SOCIAL STUDIES CONNECTION

Have students describe cultural events that they have attended or read about. They may wish to bring pictures to share the traditions of another culture.

ENGLISH LANGUAGE LEARNERS

When students do not understand English, and therefore do not understand what the teacher is saying, they often feel anxious. One way to reduce anxiety is by consistently using the same prompts and cues. If you are consistent in the use of prompts and cues, English Language Learners soon begin to understand what behavior is expected of them and feel less uncertain.

Advanced Word Study (5 min.)

Suffix: *-ment*

Write *-ment* on the board. **This word part is a suffix. A suffix is a word part that occurs at the end of a word and often helps you understand the meaning of the word. We can add *-ment* to a word to change its meaning or the way it is used in a sentence. Say the sound of this suffix.** (/mənt/) Write the word *argument* on the board. Underline the suffix *-ment*. **What is the suffix?** (-ment) **Use the sounds you know to read the rest of the word.** (argu) **What is the complete word?** (argument) ***Argument* is the exchanging of words when people don't agree. *Argue* is a verb; *argument* is a noun.**

Write the remaining words in the box on the board. Underline the suffix of *arrangement*. **What is the suffix?** (-ment) **What is the rest of the word?** (arrange) **What is the word?** (arrangement) **What does the word *arrangement* mean?** (the way something is organized; an agreement to do something)

Repeat this procedure with the remaining words.

argument	arrangement
resentment	movement

RETEACH Write the words in the box on the board, separating the suffix from the rest of the word. Point to each word part. Say the word parts separately. Have volunteers come to the board and circle the suffix in each word. Encourage students to dictate sentences using the words. Write their sentences on the board.

Read to Understand

25 min.

Navajo Nation Fair

The United States is a land with people from many cultures. The Navajo are Native Americans. In North America, they are the tribe with the most members. They have their own culture. They want to keep their culture alive. One way they do this is through their the Navajo Nation Fair. The events at this **famous** fair teach young Navajo about their people's past. It also tells about their traditions. These are the old ways of doing things.

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Before Reading (5 min.)

Previewing Text

Have students turn to page 60 in the Student Book. **In this passage, we will learn about the Navajo Nation Fair, which takes place every year.** Have students skim the first paragraph of the passage and look at the illustration. **What do you already know about fairs?** (Answers will vary.) **What kind of information do you think you will learn from the passage?** (facts and details about the Navajo Nation Fair) **What clues tell you this?** (the title, headings, and pictures)

Vocabulary Introduction

Before we read together, let's look at some words you should know to help you read the passage.

Write the list of vocabulary words on the board.

Read the words to students, pointing to each word as it is read. **Read the words with me.** Point to each word, then say the word and its meaning.

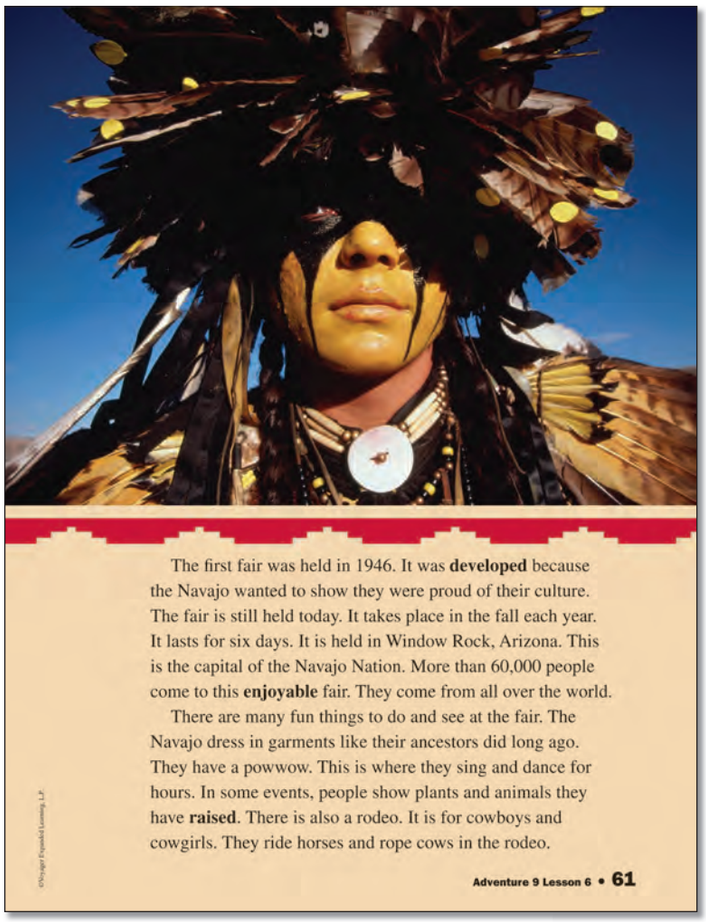
What is the word for "well known"? (famous)

Let's see how *famous* is used in a sentence. Read the sentence aloud to students.

Repeat the procedure for the remaining words.

Vocabulary

famous	well known **The *famous* author talked to students about writing stories.**
developed	made **The company *developed* a new toy.**
enjoyable	can be liked **The family had an *enjoyable* time at the park.**
raised	brought up **The farmer *raised* chickens.**
weave	to make something with thread or yarn **Lena watched her grandmother *weave* a rug.**



The first fair was held in 1946. It was **developed** because the Navajo wanted to show they were proud of their culture. The fair is still held today. It takes place in the fall each year. It lasts for six days. It is held in Window Rock, Arizona. This is the capital of the Navajo Nation. More than 60,000 people come to this **enjoyable** fair. They come from all over the world.

There are many fun things to do and see at the fair. The Navajo dress in garments like their ancestors did long ago. They have a powwow. This is where they sing and dance for hours. In some events, people show plants and animals they have **raised**. There is also a rodeo. It is for cowboys and cowgirls. They ride horses and rope cows in the rodeo.

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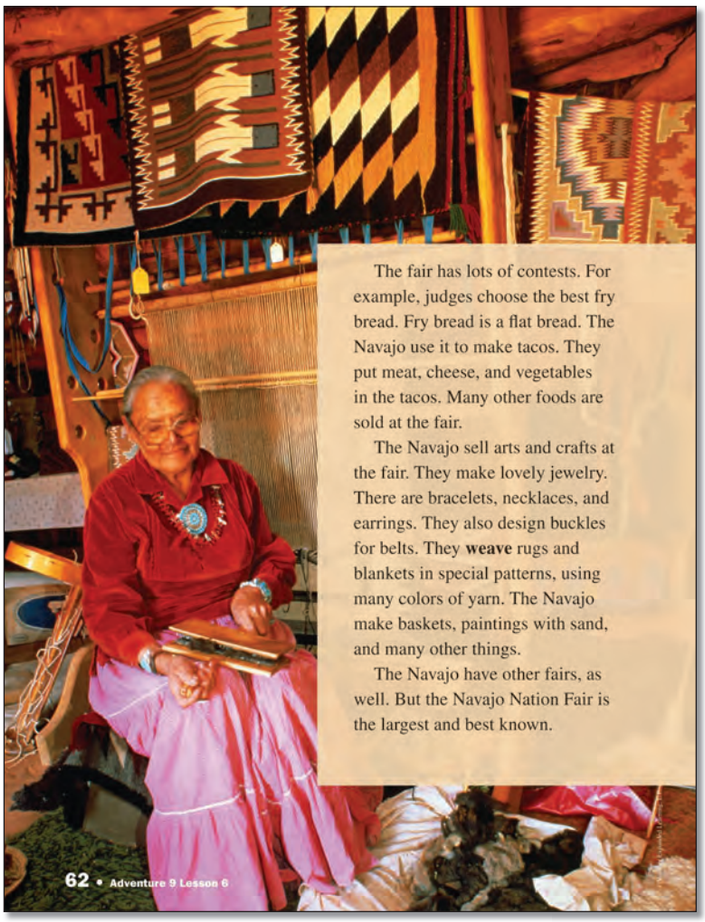

The fair has lots of contests. For example, judges choose the best fry bread. Fry bread is a flat bread. The Navajo use it to make tacos. They put meat, cheese, and vegetables in the tacos. Many other foods are sold at the fair.

The Navajo sell arts and crafts at the fair. They make lovely jewelry. There are bracelets, necklaces, and earrings. They also design buckles for belts. They **weave** rugs and blankets in special patterns, using many colors of yarn. The Navajo make baskets, paintings with sand, and many other things.

The Navajo have other fairs, as well. But the Navajo Nation Fair is the largest and best known.

During Reading (15 min.)

Drawing Conclusions

Before we read, let's look at some words you should know to help you read the passage. Write the words *cultures, ceremony, traditions,* and *ancestors* on the board. Pronounce the words for students. Remind students to look for these words as they read.

Sometimes information in the text points to ideas that are not directly stated. When this occurs, we can use the information from the text to draw a conclusion. When we draw a conclusion, we are making a decision about what happened using the information from the text.

For example, you might read that Clint made a sandwich for lunch. Clint left the sandwich on the table while he went to answer the door. When Clint returned, the sandwich was gone. Clint noticed his little brother, Cade, was licking his lips and looked very happy. What conclusion can we draw? (Cade ate Clint's sandwich.)

What clues helped you draw that conclusion? (The sandwich was gone; Cade was licking his lips and looked very happy.)

Read the passage chorally.

My conclusion is that the way of life for Navajo people today is different from what it was many years ago. The first clue that helped me draw this conclusion is that they want to keep their culture alive (point to this information in the paragraph)**. If their way of life were not changing, they would not be worried about losing their culture.**

The second clue is that the fair celebrates the old way of doing things (point to this information in the paragraph). **This makes me think that the way Navajos dress, their celebrations, and the food they eat every day might be different now.**

Now listen to another conclusion: The Navajo tribe has lost interest in preserving the Navajo culture. Why is

this not a good conclusion? (Allow for responses.) **Are there any clues in the text that would help us draw this conclusion?** (No, there is no information in the text that indicates the Navajo tribe would like to forget its culture.) **What do you think would happen if the Navajo Nation Fair were not held next year?** (The people would not have a chance to celebrate their culture and it might eventually disappear.)

Have students read the passage again, paying attention to the clues that can help them draw conclusions.

FLUENCY Explain to students that reading should sound like you are speaking. Read the first paragraph of the passage, modeling rate and accuracy.

RETEACH Remind students to draw conclusions as they read. Give this example: **You know that people long ago wore clothes that looked different from those we wear today. You learned from the passage that during the fair some Navajos wear garments like their ancestors wore. You can conclude that these clothes look different from the clothes that the Navajos wear in their daily lives today.**

After Reading (5 min.)

Main Idea

Why is it important to think about the most important ideas in the text? (to better understand what we read) **The most important ideas are called the main ideas.** Direct students to the first paragraph of the passage.

- ***Who* or *what* is the first paragraph about?** *Comprehension* (the Navajo tribe)
- **What is the most important *information* about the Navajo tribe in the first paragraph?** *Comprehension* (the Navajos are Native Americans who have their own culture, they have a fair each year called the Navajo Nation Fair that celebrates the old ways of doing things)
- **Tell me a main idea statement in a small *number* of words.** *Synthesis* (Possible response: The annual Navajo Nation Fair celebrates the culture of the tribe.)
- **Is the main idea stated or unstated?** *Analysis* (unstated)

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allowing your partner to answer. Then, tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Informative Writing

Have students use the information in the passage to write a newspaper article about the Navajo Nation Fair. Tell them to be sure to answer the questions *who, what, when, where, why,* and *how.*

Word Works

5 min.

2-MINUTE WARM-UP

Sight Words

Write *known* on the board. **I'll read this word. This word is *known*. What is this word?** (known) **Let's read the word again.** (known) **Let's spell the word.** (k-n-o-w-n) **What is the word?** (known)

Repeat this process with the words *dance, members, developed, held, nation, dress,* and *design.* Conclude by asking students to read the list of words in a way that sounds like natural speech to build fluency.

SOCIAL STUDIES CONNECTION

The Navajo Nation covers about 27,000 square miles of land in Arizona, Utah, and New Mexico. The Navajo reservation is the largest area of land occupied by Native Americans in the United States. On a map, have students identify the states of the Navajo Nation. Have students brainstorm things they know about these states and draw conclusions about how the land influences the Navajo customs and traditions.

ENGLISH LANGUAGE LEARNERS

Use a variety of methods to promote the understanding of words. When the term is concrete, use pictures, diagrams, and illustrations. When the word is an action, dramatize or act out the term and have students do so as well.

Advanced Word Study (5 min.)

Review Suffix: *-ment*

Remind students that to read long words, they can sometimes break the words into parts.

First, look for word parts. Then, put them together.

Write *arrangement* on the board. **What are the word parts here?** (arrange, ment) **What word do you get when you put them together?** (arrangement)

What is the suffix? (-ment)

***Arrangement* means "a group of things that are organized." There was an *arrangement* of flowers on my teacher's desk.**

Repeat with the remaining words in the box.

arrangement	improvement
government	statement

RETEACH Use Reteach Blackline Master page 52 to provide additional support or practice with the suffix *-ment*.

Read to Understand

25 min.

Navajo Nation Fair

The United States is a land with people from many cultures. The Navajo are Native Americans. In North America, they are the tribe with the most members. They have their own culture. They want to keep their culture alive. One way they do this is through their the Navajo Nation Fair. The events at this **famous** fair teach young Navajo about their people's past. It also tells about their traditions. These are the old ways of doing things.

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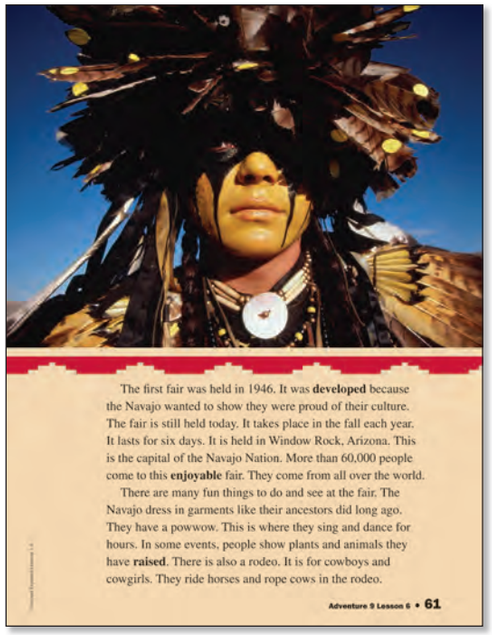

The first fair was held in 1946. It was **developed** because the Navajo wanted to show they were proud of their culture. The fair is still held today. It takes place in the fall each year. It lasts for six days. It is held in Window Rock, Arizona. This is the capital of the Navajo Nation. More than 60,000 people come to this **enjoyable** fair. They come from all over the world.

There are many fun things to do and see at the fair. The Navajo dress in garments like their ancestors did long ago. They have a powwow. This is where they sing and dance for hours. In some events, people show plants and animals they have **raised**. There is also a rodeo. It is for cowboys and cowgirls. They ride horses and rope cows in the rodeo.

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The fair has lots of contests. For example, judges choose the best fry bread. Fry bread is a flat bread. The Navajo use it to make tacos. They put meat, cheese, and vegetables in the tacos. Many other foods are sold at the fair.

The Navajo sell arts and crafts at the fair. They make lovely jewelry. There are bracelets, necklaces, and earrings. They also design buckles for belts. They **weave** rugs and blankets in special patterns, using many colors of yarn. The Navajo make baskets, paintings with sand, and many other things.

The Navajo have other fairs, as well. But the Navajo Nation Fair is the largest and best known.

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Before Reading (5 min.)

Activating Prior Knoweldge

Direct students to page 60 in the Student Book. **In our last lesson, we read the passage "Navajo Nation Fair." We learned the words *cultures, ceremony, traditions,* and *ancestors*.** Have students refer to the passage to give a description of each word's meaning. Have them use the word in a sentence.

Vocabulary Review

Write the list of words on the board.

Review the words and their meanings by asking the following questions. Record students' responses on the board.

- **How can you tell if someone is *famous*?** (people want an autograph, people want to take a picture of the person)
- **Name an activity that is *enjoyable*.** (Answers will vary.)
- **What are people who *raise* children called?** (parents)
- **What is the word for making something out of thread or yarn?** (weave)
- **Name something that you might *develop* at school.** (Answers will vary.)

Have students write the words in their vocabulary logs.

Vocabulary

famous	well known **The mayor was *famous* for making long speeches.**
developed	made **Stephen *developed* a new recipe using chicken.**
enjoyable	can be liked **Frank spent an *enjoyable* day at the circus.**
raised	brought up **Mrs. Parker *raised* three children.**
weave	to make something with thread or yarn **Stacy wanted to learn to *weave* a scarf.**

During Reading (10 min.)

Retelling

Write *Retelling* on the board. **Sometimes, we want to tell others about text we have read. If the other person has not read the text, we can retell it and give the person the information without using the text. By retelling, we also show that we understand what we read. A good retelling will include all of the information in the passage. To be sure that none is left out, you can answer the 5 *W*'s and the *H*. A good retelling will tell *who, what, when, where, why,* and *how*—if those questions are answered in the passage. Today we will answer the *who, what,* and *where* questions.**

Have students follow along as you read aloud the first three paragraphs. Then, use the following Think-Aloud as you answer the *who, what,* and *where* questions.

THINK-ALOUD

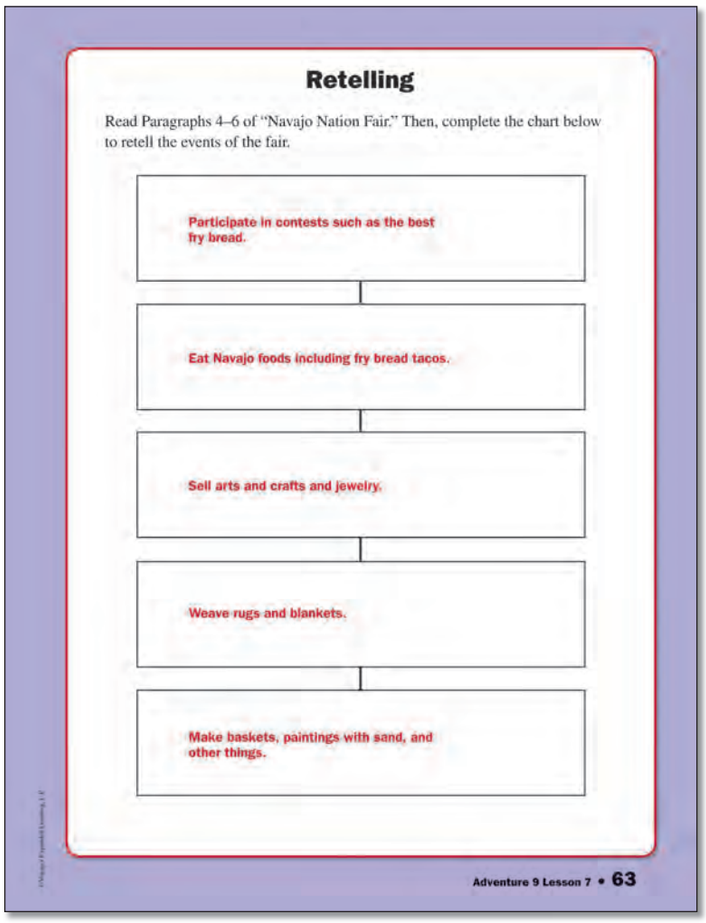
To make sure I have all the information I need to retell the story, I'll start by answering the questions *who, what,* and *where. Who* or *what* is the story about? (the Navajo tribe) ***What* do the paragraphs tell information about?** (the Navajo Nation Fair) ***Where* is it taking place?** (Window Rock, Arizona)

This passage tells about a Navajo Nation Fair held in Window Rock, Arizona, each year. The Navajos dress in garments like their ancestors. They have a powwow where they sing and dance. The Navajos show plants and animals they have raised. Also, there is a rodeo where they ride horses and rope cows.

What do you think about my retelling? Did I leave out anything important? (yes, the information from the third page)

Reread the remaining paragraphs of the passage (paragraphs 4–6) chorally. Direct students to page 63 in the Student Book. Ask students to complete the chart to retell the events of paragraphs 4–6.

FLUENCY Discuss how good readers use pauses to help the listener understand what is being read. Reread the third paragraph of the passage using correct pauses. Then, read the third paragraph with the incorrect use of pauses.



Retelling

Read Paragraphs 4–6 of "Navajo Nation Fair." Then, complete the chart below to retell the events of the fair.

Participate in contests such as the best fry bread.
Eat Navajo foods including fry bread tacos.
Sell arts and crafts and jewelry.
Weave rugs and blankets.
Make baskets, paintings with sand, and other things.

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After Reading (10 min.)

Drawing Conclusions

Ask students the following questions to practice drawing conclusions:

- **From reading the passage I have drawn the conclusion that the Navajo Nation Fair is a popular event. What information from the passage leads me to draw this conclusion?** *Analysis* (It has been held every year since 1946. More than 100,000 people attend every year.)
- **What is the main idea of Paragraph 3?** *Analysis* (There are many fun things to do and see at the fair.)
- **Is the main idea stated or unstated?** *Analysis* (stated)

15 min.

Extra Practice

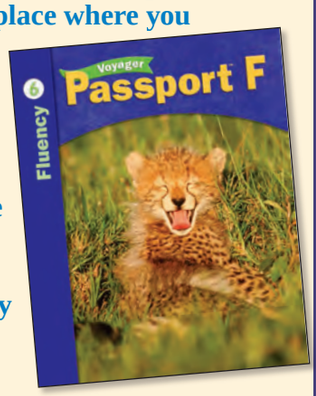
FLUENCY PRACTICE

Timed Reading

Materials: Fluency Books

Distribute the Fluency Books.

1. **Quickly read the story to yourself and make sure you know all the words.**
2. **Tell your partner to start the timer and call "time" after 1 minute.**
3. **Read carefully and stop when your partner calls "time." Mark the place where you stopped.**
4. **Count the number of words you read.**
5. **In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.**
6. **Switch roles with your partner.**



ADVANCED WORD STUDY

Dictionary Skills

Write the following words on the board: *derailment*, *replacement*, and *arrangement*. Have students work in pairs to identify the suffix of each word and find its base word, using a dictionary if necessary. Then have students use each word in a sentence.

Word Works

5 min.

2-MINUTE WARM-UP

Soft *c* and Soft *g*

Write the letters *c* and *g* on the board. **We know that the letter *c* can sometimes make the /s/ sound as in *cent* and the letter *g* can sometimes make the /j/ sound as in *page*. What sound can *c* make?** (/s/) **What sound can *g* make?** (/j/)

Write the words *surface, producers, places, magic, charge,* and *giant* on the board. Read the list of words with students. Then have students read the list of words quickly. Encourage students to circle the letters that make the soft *c* or soft *g* sound.

ASSESSMENT

With practice and monitoring, students will learn to self-assess their level of comprehension. After reading with a partner, students can share what they learned from the text with one another.

ENGLISH LANGUAGE LEARNERS

Teach in small groups, made of native and non-native English speakers. This will provide English Language Learners with multiple opportunities to hear good models of English and correct pronunciation of sounds. In addition, they will have more opportunities to practice and receive teacher feedback and support.

Advanced Word Study (5 min.)

Prefix: *trans-*

Write *trans-* on the board. **This word part is a prefix. A prefix is a word part that occurs at the beginning of a word and often helps you understand the meaning of the word. Say this prefix.** (trans-) Write the word *transport* on the board. Underline the prefix *trans-*. **What is the prefix?** (trans-) **Use the sounds you know to read the rest of the word.** (port) **What is the complete word?** (transport)

The prefix *trans-* means "across, beyond, through." The word *transport* means "to carry from one place to another." Write this sentence on the board: *The children were transported to school on a bus*. Discuss the meaning of *transported*.

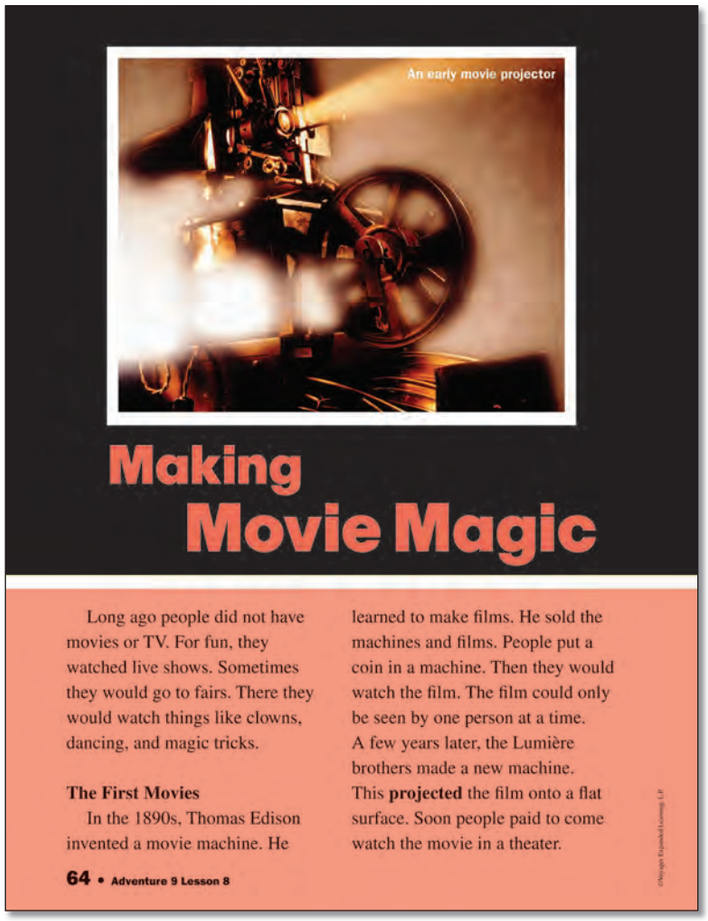
Write the remaining words in the box on the board. Underline the prefix of *transmit*. **What is the prefix?** (trans-) **What is the rest of the word?** (mit) **What is the word?** (transmit) Use the word in a sentence for students: **The radio tower was used to *transmit* weather information across the state.** Discuss the meaning of *transmit*. Continue this procedure with the other words.

transport	transmit	transplant
transform	transportation	transfer

RETEACH Write the words in the box on the board, separating the prefix from the rest of the word. Point to each word. Say the word parts. Then have students put the prefix together with the rest of the word. Use each word in a sentence, having a volunteer point to the word you used. Present the words in sentences in a random order.

Read to Understand

25 min.


An early movie projector

Making Movie Magic

Long ago people did not have movies or TV. For fun, they watched live shows. Sometimes they would go to fairs. There they would watch things like clowns, dancing, and magic tricks.

The First Movies

In the 1890s, Thomas Edison invented a movie machine. He learned to make films. He sold the machines and films. People put a coin in a machine. Then they would watch the film. The film could only be seen by one person at a time. A few years later, the Lumière brothers made a new machine. This **projected** the film onto a flat surface. Soon people paid to come watch the movie in a theater.

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Before Reading (5 min.)

Previewing Text

Have students turn to page 64 in the Student Book. **In this passage, we will learn about the history and economics of making movies.** Have students read the title and skim the first paragraph of the passage. **What do you already know about movies?** (Answers will vary.) **What kind of information do you think you will learn from the passage?** (the history of movies) **What clues tell you this?** (the title, headings, and pictures)

Vocabulary Introduction

Before we read together, let's look at some words you should know to help you read the passage.

Write the list of vocabulary words on the board.

Read the words to students, pointing to each word as it is read.

Read the words with me.

Point to each word, then say the word and its meaning.

What is the word for "showed an image on a flat surface"? (projected)

Let's see how *projected* is used in a sentence. Read the sentence aloud to students.

Repeat the procedure for the remaining words.

Vocabulary

projected	showed an image on a flat surface **The moonlight *projected* the shadow of a tree onto the wall.**
feature	the main event in a group of events **The play will be the *feature* of the Parent Night at school.**
renting	paying a sum of money to borrow something for a certain amount of time **We are *renting* a car when we go to visit my grandparents.**
collected	brought together; gathered **Paula *collected* shells as she walked along the beach.**

How Movies Got Better

The movies before 1915 were short. This is why they were called "shorts." Shorts lasted from one to fifteen minutes. These films were about lots of things. Some were cartoons and stories. Others covered the news and sports. After 1915, there were **feature** films. These were longer. They were more like plays. They had famous actors. The shorts were shown along with the feature film. This way, the theater owners could charge more money for tickets.

At first, theater owners bought the films they showed. They made a lot of money by selling tickets. The producers are the people who made the films. They did not make much money because they could only sell each film one time. Soon, the producers started **renting** films. They discovered that they could rent the film lots of times. This way they made more money. As they **collected** more money, they made better films.

Hollywood

Hollywood is in California. It has a warm climate with a lot of good places to film movies. By 1913, it was one of the main places in the United States where movies were made. In 1947, the first TV station was built there. Today, many movie producers and stars still like living and working in Hollywood.

People spend a lot of time watching movies and TV. The more people watch movies and TV shows, the more money can be made from these forms of entertainment.

During Reading (15 min.)

Making Inferences

Choral read the passage with students. **To infer means to put together the clues from the text with what we already know about a topic.** Write the following sentence on the board: *Jack is ready to eat a hamburger.* Read the sentence aloud. **I can infer that Jack is hungry. It doesn't say that Jack is hungry in the sentence, but I use the clue from the text, he is ready to eat a hamburger** (point to *ready to eat*), **with what I already know about being hungry and eating, and I can make an inference: Jack is hungry.**

Reread the section The First Movies. Model making inferences with the students.

Let's see if we can infer information from the clues in the text. Ask questions from the section that require students to make inferences:

- **How did people watch the movies using the first movie machine?**
- **The text tells us that they put a coin in the machine. One person could watch the film at a time. I already know what vending machines that take coins look like and that people stand in line to put their coins in and purchase an item. I can infer that the first movie machine worked a bit like a vending machine and people stood in line to watch the movie.**
- **Why did the Lumière brothers make a new movie machine?** (The Lumière brothers built a new machine so the movie could be seen by many people at the same time.)

Choral read the How Movies Got Better section of the passage and continue to make inferences.

FLUENCY Model fluent reading for students by rereading the How Movies Got Better section of the passage. Have them practice fluent reading by repeating each sentence after you read it.

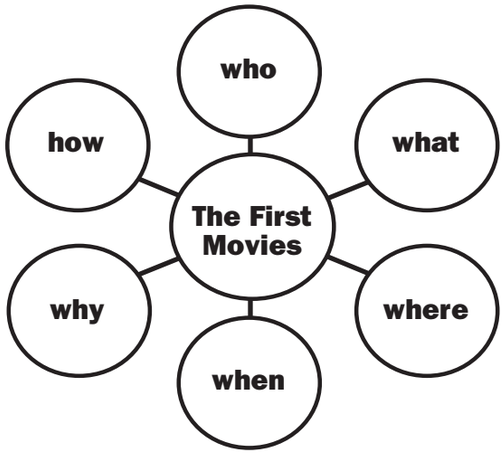
RETEACH As students work through the questions, scaffold their responses by modeling, thinking aloud, and guiding their answers. Draw attention to the text clues and explain what background knowledge you used to reach the inference. For example, if students cannot answer the first question, you might say, **notice how the passage mentions the film can be watched by only one person who puts a coin into a machine.** Lead the students to talk about their knowledge of machines that take coins. Guide the students to infer that the first movie machine looked much like a vending machine.

After Reading (5 min.)

Retelling

Have students reread the first two paragraphs of the passage independently. Then invite volunteers to retell what each paragraph is about. **A good retelling will tell *who, what, where, when, why,* and *how*—if those questions are answered in the passage.**

Draw a cluster chart as shown below. Write the heading *The First Movies* in the center of the chart. Have them supply important details from the paragraph and write them in the connecting circles. Follow this same procedure for the other headings of the passage.



15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allowing your partner to answer. Then, tell each other about the story.**

WRITING IN RESPONSE TO READING

Invite students to write an essay that compares and contrasts watching a movie in a theater with watching a movie in their home. Suggest to students that they organize their ideas using a Venn diagram before writing their essay.

Word Works

5 min.

2-MINUTE WARM-UP

Spelling

Materials: write-on boards

Write *person* on the board. **Read the word *person*.** Cover the word. **Write *person*.** Pause while students write the word on a write-on board.

Uncover the word. **Does your word look like mine?** Pause. Have students correct the word if it is misspelled.

Repeat with the words *minutes*, *shown*, *machine*, *warm*, *built*, and *main*.

ASSESSMENT

When monitoring individual students, informally assess their fluency and word reading skills. Take ongoing notes and date the information. Use it as a reference for additional instruction.

ENGLISH LANGUAGE LEARNERS

When teaching a new skill, select example words that include sounds common to both languages. If you do not speak the students' native language and are unsure of which sounds are part of their native language, listen to students' pronunciation for clues.

Advanced Word Study (5 min.)

Compound Words

Write the compound word *tablecloth* on the board. **Remember, you can read a long word more easily when you divide it into parts.**

Underline the first word, *table.* **Read this word part.** (table)

Point to the remaining word. **What is this word part?** (cloth)

Put the word parts together. What is the word? (tablecloth)

Joel spread a blue *tablecloth* on the table.

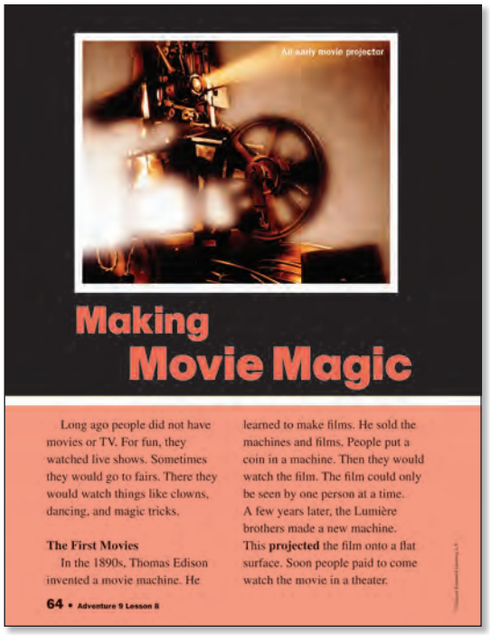
Repeat with the following words: *weekend, sometimes, skateboard,* and *everyday.*

Have students read the list of words in a way that sounds like natural speech to build fluency.

RETEACH Have students write the words on index cards. Then have them cut the index cards in half where the two words meet. Have them mix the cards up on their desk and work in pairs to reform the words.

Read to Understand

25 min.



An early movie projector

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How Movies Got Better

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At first, theater owners bought the films they showed. They made a lot of money by selling tickets. The producers are the people who made the films. They did not make much money because they could only sell each film one time. Soon, the producers started **renting** films. They discovered that they could rent the film lots of times. This way they made more money. As they **collected** more money, they made better films.

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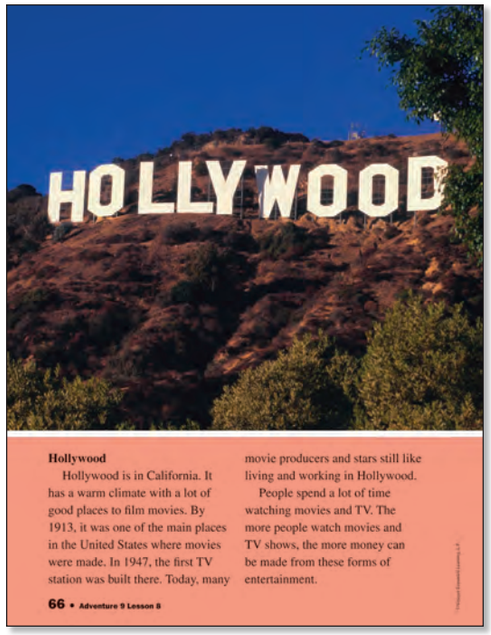

Hollywood

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People spend a lot of time watching movies and TV. The more people watch movies and TV shows, the more money can be made from these forms of entertainment.

66 • Adventure 9 Lesson 8

Before Reading (5 min.)

Previewing Text

Have students turn to page 64 in the Student Book. Explain to students that before they read, they should skim expository text to see what information they can gather from the text elements. Guide students in reading the title and headings and looking at the pictures. **What are some other expository text elements that we should look for to gather information about the passage?** (bullets, charts, graphs, maps) **Does this passage have any of these things?** (no) **Does that mean it is not an expository passage?** (No, it is an expository passage because it has a title, headings, and photographs.) Remind students to ask questions using the 5 *W*'s and the *H* strategy as they reread the passage.

Vocabulary Review

Write the list of words on the board.

Have students locate each vocabulary word in the passage and read the words, phrases, and sentences around it. Ask students to compare each word's context in the passage with its context in the sample sentence. **Do different contexts change the word's meaning?**

Put students into pairs and let each pair have a short discussion. Tell students that they should talk about the passage. Specify that each student must use at least two vocabulary words as he or she talks, and that all of the vocabulary words must be used in the discussion. Students should try to work the words into their discussion as naturally as possible.

Have students write the words in their vocabulary logs.

Vocabulary

projected showed an image on a flat surface
The teacher *projected* a film onto the wall for the class to watch.

feature the main event in a group of events
The singer was the *feature* of the concert.

renting paying a sum of money to borrow something for a certain amount of time
The Clarks are *renting* a cottage on the lake.

collected brought together; gathered
My uncle *collected* stamps from every country.

RETEACH Use Reteach Blackline Master page 53 to provide additional support or practice with vocabulary.

During Reading (10 min.)

Fix-Up Strategies

Good readers check their understanding of a passage as they read it. When I come to something I don't understand while reading, there are things I do to make sure I do understand before continuing to read. Write the following phrases on the board and discuss each with students.

- *Stop and ask questions: Does this make sense? Does this sound right?*
- *Reread the part that I don't understand at a slower pace for missed information.*
- *Look for things I recognize, like signal words, pictures, and headings.*
- *Think aloud about what I read and what I already know.*
- *Check for understanding by reading again.*

Read the first two paragraphs aloud. Invite students to tell you questions they could ask to check their understanding. (Example: What are these paragraphs about?)

Read the heading above the second paragraph. Point out how the heading cues what the next part of the passage will be about. Have students reread the second paragraph chorally. Ask them to summarize that paragraph. (Thomas Edison made the first movie machine, which allowed one person to watch a movie at a time. The Lumière brothers made another machine that allowed groups of people to watch movies at the same time.) Ask them if this information is consistent with the cue they got from the heading. Have students read the rest of the passage chorally. Stop after each paragraph and have students use one of the Fix-Up strategies to check for understanding.

Have students complete page 67 in the Student Book as a group, individually, or in pairs. Review their responses.

FLUENCY Explain to students that reading should sound like you are speaking. Read a paragraph, modeling rate and accuracy. Have them pay attention to punctuation marks.

- Remind students to pause at commas.
- When students see a question mark, their voices should rise.
- When students see an exclamation point, they should sound excited.

After Reading (10 min.)

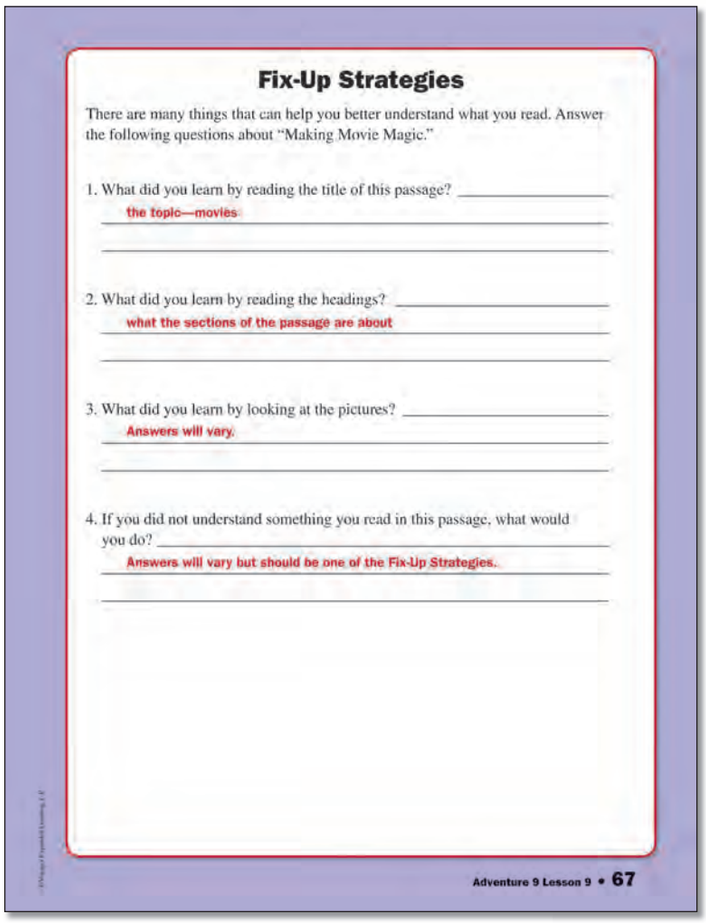
Checking for Understanding

Remind students that good readers ask good questions about the passage as they are reading. **When we ask questions, we can use the 5 *W*'s and the *H* to start our questions.**

I will ask you questions about the passage we read today using the 5 *W*'s and the *H*.

Ask the following questions to check for understanding:

- ***Who* invented the first movie machine?** *Knowledge* (Thomas Edison)
- ***What* were early films like?** *Comprehension* (the first films were shown in a machine and seen by one person, short films were 1 to 15 minutes and were about a lot of things; feature films were longer and more like plays, and they could bring in more money)



Fix-Up Strategies

There are many things that can help you better understand what you read. Answer the following questions about "Making Movie Magic."

1. What did you learn by reading the title of this passage? _____
   the topic—movies

2. What did you learn by reading the headings? _____
   what the sections of the passage are about

3. What did you learn by looking at the pictures? _____
   Answers will vary.

4. If you did not understand something you read in this passage, what would you do? _____
   Answers will vary but should be one of the Fix-Up Strategies.

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- ***Where* did people go to see early films projected on a flat screen?** *Knowledge* (theater)
- ***When* did producers start making money? Why?** *Analysis* (when producers discovered they could rent films, they made more money; they could sell a film once, but rent it many times)
- ***Why* is Hollywood a popular place to film movies?** *Comprehension* (There is a warm climate and lots of good locations for filming movies.)
- ***How* does the time people spend watching movies and TV relate to money for producers?** *Analysis* (The producers rent films to the broadcasting companies for TV and to the theaters for movies.)

15 min.

Extra Practice

FLUENCY PRACTICE

Read with Expression

Materials: Fluency Books

Explain to students that good readers use expression when reading. Model reading a sentence using good expression. Have partners reread the Fluency Books to each other using good expression so that their reading sounds like natural speech.

VOCABULARY

Have students cut four pieces of paper into fourths to make 16 cards. Have students work with a partner to write one word on each of 5 cards, a definition for each vocabulary word on each of 5 cards, and a sentence with a blank where a vocabulary word would go on each of 6 cards. Have students mix the cards and place them facedown. Have students play concentration, matching the word with its definition or the sentence in which it makes sense. The winner is the student with the most pairs of cards after all five words have been matched.

Adventure Checkpoint

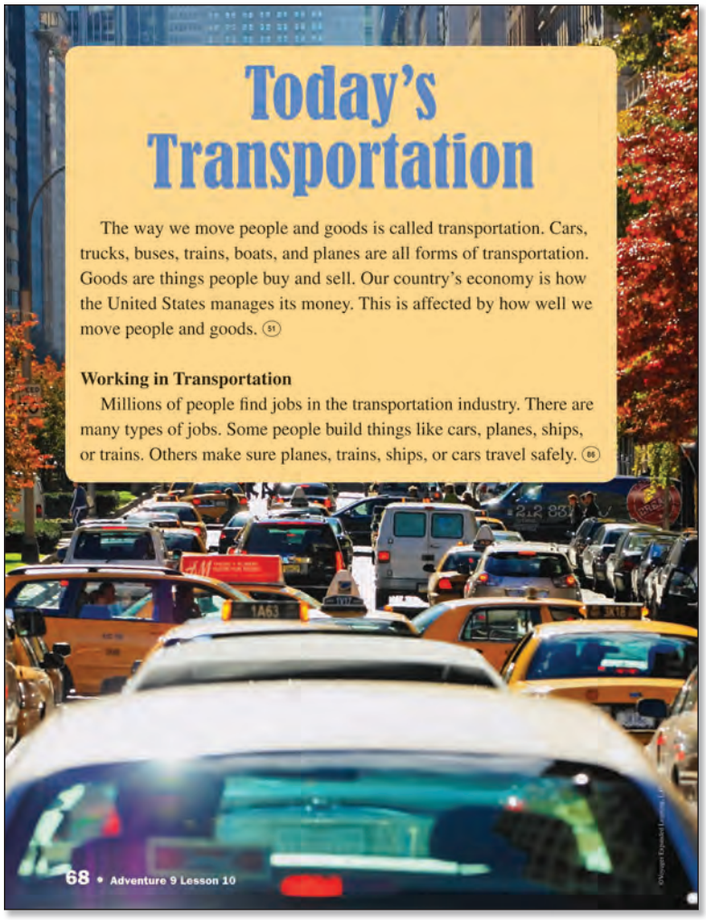
30 min.

PROGRESS MONITORING

Progress Monitoring measures are additional Vital Indicators of Progress (VIP) probes used to monitor progress on the key indicators as measured by Reading Connected Text (RCT). These quick probes can be administered on a biweekly basis for struggling students or monthly for emerging students. Refer to the Assessment Teacher's Guide for appropriate measures for targeted skills. Administer these at the end of each Adventure for struggling students and on a monthly (every other Adventure) basis for emerging students. Instructions for administration, scoring, and recording are located in the Assessment Teacher's Guide and Student Assessment Books.

These VIP measures provide data points to evaluate the response to instruction and intervention, thereby providing additional information to track student progress along the desired trajectory. If three data points fall consecutively below the trajectory, instructional adjustments should be made to elicit a faster rate of progress. Adjustments range from Reteach opportunities, Extra Practice, Adventure Centers, grouping, extended time, and changes to the instructional level.

Consider Reteach activities and additional practice for students who are struggling by focusing on phonics skills for reinforcing basic, then advanced, decoding strategies; building automaticity with sight words; and building fluency with repeated reading for students with low RCT scores.



Today's Transportation

The way we move people and goods is called transportation. Cars, trucks, buses, trains, boats, and planes are all forms of transportation. Goods are things people buy and sell. Our country's economy is how the United States manages its money. This is affected by how well we move people and goods. 51

Working in Transportation

Millions of people find jobs in the transportation industry. There are many types of jobs. Some people build things like cars, planes, ships, or trains. Others make sure planes, trains, ships, or cars travel safely. 56

68 • Adventure 9 Lesson 10

Before Reading (5 min.)

Preview

Direct students to page 68 in the Student Book. Remind students to preview the passage by reading the title and the subheadings, and by looking at the illustrations before reading. Have them use the information from these features to predict what the passage is about. Check to see if the predictions are correct while reading.

On the Move

A transportation system must work quickly and easily. Think of all the problems there would be if people and goods could not travel from place to place. To keep the system working well, new roads, train tracks, ports, and runways have to be built. What about the old roads, train tracks, ports, and runways? Those things must be fixed so we can continue to use them. If they cannot be fixed, they must be replaced. All of this is expensive. Sometimes the government helps build the things we need for our transportation system. (179)

Freight

When goods are moved, they are called freight. Freight must go from where it is made to where it will be sold. Some freight must be moved a long way. It can be transferred by truck, train, ship, or plane. Not much freight is moved by plane. This is because it costs too much. Trucks and trains move a lot of freight over land. Trains are slower, but they cost less. Ships are the cheapest way to move freight. They carry freight across bodies of water. They go from port to port. Ships are slow, but they can move large amounts of freight for the least amount of money. (288)

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Read the test-taking tip and the instructions for the assessment on page 71 aloud to students.

Test-Taking Tip

Read the question. Think about what the answer might be before reading the answer choices. Next, be sure to read all of your answer choices. Then pick the one that best answers the question.

More About Transportation

When goods and people need to be moved short distances, we often use cars, buses, and trains. Some people prefer to ride a bicycle or walk as a way to get around. All forms of transportation are important, and we depend on them. We have to be able to get to work or school. We have to be able to get to a store for things we need or want to buy. The things we buy would not be at the store if we did not have transportation. The more it costs to get the goods to the store, the more we have to pay for those goods. (396)

The next time you need to go from one place to another, think about how transportation affects your life. (415)

Words per Minute _____

During Reading (5 min.)

Instruct students to read the passage independently.

Adventure Checkpoint

Comprehension Assessment

Facts and Details

1. Which of the following is not a way of transportation mentioned in the passage?
   A. planes
   B. cars
   C. subways
   D. trains

Facts and Details

2. According to the passage, what happens to roads, train tracks, ports, and runways when they get old?
   A. They are not used any more.
   B. They must be fixed or replaced.
   C. New ones are built in their place.
   D. They stay the same.

Vocabulary

3. What is the word for goods that are being moved?
   A. shipping
   B. boxes
   C. transportation
   D. freight

Making Inferences

4. What is the fastest way to move freight?
   A. ships
   B. trains
   C. planes
   D. trucks

Facts and Details

5. Why isn't much freight moved by planes?
   A. It is expensive.
   B. Planes are too slow.
   C. The freight is too heavy.
   D. The planes need to carry people.

Facts and Details

6. What is the cheapest way to carry freight?
   A. buses
   B. cars
   C. planes
   D. ships

Adventure 9 Lesson 10 • 71

Vocabulary Assessment

1. Which word is a synonym for *enjoyable*?
   A. motion
   B. silly
   C. perform
   D. fun

2. Which sentence uses the underlined word correctly?
   A. I projected to be a movie star by wearing big sunglasses.
   B. The ships projected their ports when they sailed.
   C. My teacher projected our lesson onto the screen so we could see the words.
   D. My parents projected when they relaxed at home.

3. Which words mean the same as *renting*?
   A. buying at full price
   B. using for a while
   C. keeping forever
   D. buying on sale

4. Which of the following could not be *collected*?
   A. pennies for a donation
   B. cans for recycling
   C. old clothes for a sale
   D. germs on a doorknob

5. Which words mean the same as *famous*?
   A. well known
   B. well liked
   C. well done
   D. well said

6. What is a synonym for *developed*?
   A. tried
   B. shipped
   C. invented
   D. placed

In Response

How do people decide what type of transportation to use? Be sure to use details from the passage to support your answer.

People must consider the distance they will travel, how easy it is to get to the different kinds of transportation, and how much it will cost to make the trip.

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After Reading (15 min.)

After students have read the passage, have them answer the questions in the Comprehension Assessment and Vocabulary Assessment on Student Book pages 71 and 72.

FLUENCY Have students reread the passage or do a 1-minute timed reading if time permits. Instruct students to use the word count at the end of each paragraph and record their words per minute at the end of the passage.

Adventure Wrap-Up (2 min.)

What is the most useful information you learned from reading this Adventure? What is the most interesting?
Call on students to share what they have learned from this Adventure.

Have students turn to their Adventure Checkpoint Map to track their own progress. Allow students who participated in the Adventure and are moving toward proficiency in reading to stamp their Adventure Checkpoint Map with the *Voyager Passport* stamp. Celebrate the completion of an Adventure. Students can earn additional stamps if their fluency rate has increased by two or more words since the last measurement.

Home Connection (3 min.)

Distribute Home Connection Blackline Master page 54 and briefly review the skills students have learned in the Adventure. Have students reread the passage or excerpt on the page. Encourage students to reread the passage to family members and friends at home.

ENGLISH LANGUAGE LEARNERS

Model and teach that good readers and writers in English are flexible in their thinking and attempt the task more than once.

RETEACH

For students who answered fewer than half of the questions correctly, use one or more of the following suggestions for reteach opportunities. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Discuss the correct answers to each question and refer students to the passage as needed.
- Clarify any confusing vocabulary words that might have led to the incorrect response.
- Use the Reteach Blackline Masters for Lessons 1–9 to provide additional opportunities to practice key skills.
- Reteach specific lesson components with no more than three students to increase opportunities to respond and provide immediate feedback.

INDEPENDENT PRACTICE

For students who answered more than half of the questions correctly, have them complete one of the following suggestions for independent practice:

- A Fluency Timed Reading on the Lesson 10 passage to monitor their fluency progress
- One or more of the Adventure Centers located at the end of each Adventure
- Rereading previously read stories and retelling the passage to each other

Adventure Centers

Adventure Centers provide additional opportunities for students to review and extend learned skills. The activities may be completed as a small group, with partners, or individually. Review the activities, selecting one that would benefit your students at this time.

FLUENCY

Read to Me

Read the passage with a partner.

1. **Choose a passage from a previous Adventure and reread it silently.**
2. **Then take turns reading the passage aloud to your partner.**
3. **Help your partner if he or she comes to an unknown word. Sound it out together and use context clues to define the word.**

WORD STUDY

Word Building

Combine sound components to build new words.

Materials: letter squares, write-on boards

1. **Select the initial blends *bl, cl, fl, gl, pl, sl, fr, gr, pr, tr* from the supplemental letter squares and place them facedown beside both sets of letter squares.**
2. **Student 1: Draw an initial blend square tand write it at the top of the write-on board.**
3. **Student 2: Choose a vowel or vowel blend to add to the letters. Write it on your write-on board.**
4. **Student 1: Choose another letter square to complete or continue building the word and write it next to the partial word. Continue until a complete word is formed. Repeat play.**

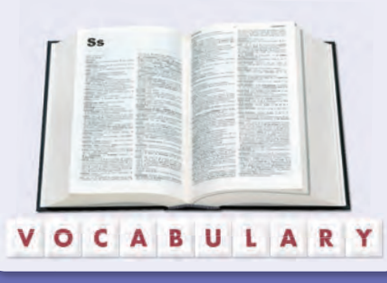
VOCABULARY

Starting Out

Use roots and affixes to create new words.

Materials: index cards

1. Review the meaning of the prefixes *re-*, *de-*, *pre-*, and *non-*.
2. **Write the prefixes on 3 × 5 index cards.**
3. **Create as many new words as possible using these prefixes.**
4. **Write the new words on a sheet of paper, read them aloud, and say what they mean.**
5. **If time allows, use the words in a sentence.**



The Voyager online reading program provides additional opportunities for your students to build fluency, vocabulary, and comprehension skills independently. Use classroom computers to set up a Technology Adventure Center for your students.

LISTENING AND SPEAKING

Alliteration, Rhythm, and Rhyme

Learn how alliteration, rhythm, and rhyme help to form meaning and feeling.

Materials: Fluency Books

1. **Choose words from your vocabulary log or Fluency Book that begin with the same sound (alliteration) and write them.**
2. **Then choose words that have the same vowel and ending sounds (rhyme) and write them. Choose words with different numbers of syllables.**
3. **Try to write a poem with the words. Read your poem and listen as you read.**

WRITING

Contrast

Contrast elements in multiple texts.

1. Briefly review the story element of setting.
2. **Reread Lessons 3 and 8 from this Adventure.**
3. **Create a T-chart on notebook paper, labeling one side "Sponge Diver" and the other, "Seeing Stars."**
4. **Contrast the story element of setting and list the details under the appropriate heading.**

SOCIAL STUDIES CONNECTION

Making Money

Determine the main idea or essential message in a grade-level text and apply it to what is known.

1. **Think of ways that you could make money and list them. For example, what kind of work or service could you do for money? Who could you do the work for? Can you make something that you could sell? How much would you charge?**
2. **Make a flyer advertising your services and what they cost. Be sure to include your name and a way that people can contact you to buy your product or services.**

Adventure 10

Tales Through Time

Adventure at a Glance

Lesson 1

Word Works
R-Controlled Vowels *-er*, *-ar*, *-or*

Read to Understand
Previewing Text
Summarization
Fix-Up Strategies

Extra Practice
Fluency: 3 Read
Writing in Response to Reading

Lesson 2

Word Works
Review *R*-Controlled Vowels *-er*, *-ar*, *-or*

Read to Understand
Self-Monitoring:
Generating Questions
Retelling
Summarization

Extra Practice
Fluency: Timed Reading
Vocabulary

Lesson 3

Word Works
Abbreviations

Read to Understand
Previewing Text
Summarization
Retelling

Extra Practice
Fluency: 3 Read
Writing in Response to Reading

Lesson 4

Word Works
Review Abbreviations

Read to Understand
Fix-Up Strategies
Retelling

Extra Practice
Fluency: Read with Expression
Writing in Response to Reading

Lesson 5

Adventure Checkpoint
Quick Check
Advanced Word Study
Vocabulary Check
Comprehension Check
Fluency: Timed Reading
Home Connection

Lesson 6

Word Works
Introduce Roots: *phon* and *meter*

Read to Understand
Previewing Text
Self-Monitoring: Generating Questions
Retelling

Extra Practice
Fluency: 3 Read
Word Building

Lesson 7

Word Works
Review Root: *meter*

Read to Understand
Building Background Knowledge
Identifying Facts and Details
Vocabulary

Extra Practice
Fluency: Timed Reading
Word Building

Lesson 8

Word Works
Introduce Root: *spec*

Read to Understand
Previewing Text Predicting
Summarization
Drawing Conclusions

Extra Practice
Fluency: 3 Read
Writing in Reponse to Reading

Lesson 9

Word Works
Review Root: *spec*

Read to Understand
Generating Questions
Fix-Up Strategies
Retelling

Extra Practice
Fluency: Read with Expression
Writing in Response to Reading

Lesson 10

Adventure Checkpoint
Progress Monitoring
Comprehension Assessment
Vocabulary Assessment
In Response
Fluency: Timed Reading
Adventure Wrap-Up
Home Connection

Adventure Starter

Building Background Knowledge

The title of this Adventure is *Tales Through Time*. People have been telling tales for thousands of years, both for entertainment and information. Sometimes a tale might explain something, such as why some trees are always green. Other tales might include bits of historical facts that tell us about the beliefs and values of the people who wrote them.

Probing Question

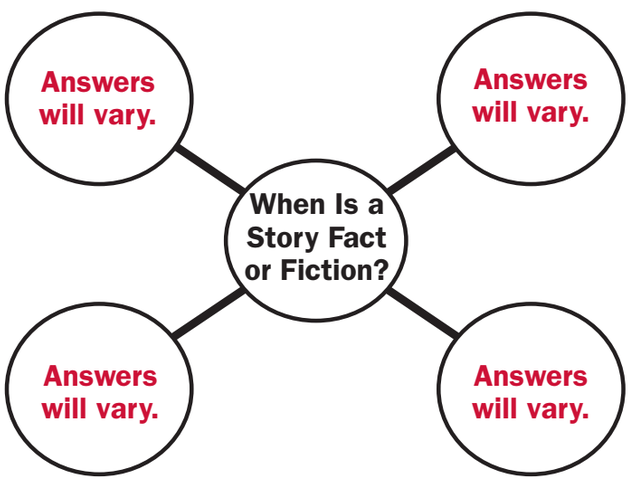
When is a story fact or fiction?

Have students turn to Student Book page 73. Write the probing question on the board. Ask students the probing question.

How can we tell when a story is fact or fiction?

Draw the graphic organizer on the board. In the center section write *What It Takes.*

Have students brainstorm various ideas as to what it takes for a passage to be called either fiction or nonfiction. (Fiction stories have characters, plot, and dialogue; nonfiction stories have headings, charts, photos, and captions.) List students' responses on the chart in the outer circles. Discuss students' responses and tell them to look for these qualities in the passages they read.



Social Studies Connection: Fact and Fiction Around the World

Word Works

5 min.

2-MINUTE WARM-UP

Words with *th*

Write the letters *th* on the board. **We know that these letters make the sound /th/ as in *bath* or *thank*.** Point out that the two letters in a consonant digraph work together to make a sound that is different than the sound that each letter would make if it were by itself. Explain that *th* can appear at the beginning, middle, or end of a word. Write the words *the, they, their, gathers, things, Earth, this,* and *that* on the board. Read the words with students. Have volunteers circle the *th* in each word.

SOCIAL STUDIES CONNECTION

Have students think of a story they know well. Have them become a storyteller and tell the class the story. Encourage them to use sounds and changes in their voice to make the story more interesting.

ENGLISH LANGUAGE LEARNERS

Remember that English Language Learners are always doing twice the cognitive work because they are learning English as well as learning new concepts and skills. Therefore, these students benefit from additional time to think and process information. Get in the habit of asking a question, waiting, and then providing a cue to let students know that they can respond.

Advanced Word Study (5 min.)

R-Controlled Vowels *-er, -ar, -or*

Write the letters *er, ar,* and *or* on the board. **We know that these letters make the sounds /ər/ as in *her*, /är/ as in *car*, and /ôr/ as in *more*.**

Ask students to say each *r*-controlled vowel. Then write the words from the box on the board. Read the words with students. For each word, encourage students to identify the *r*-controlled vowel and its sound.

person	art	story
were	large	form

RETEACH Draw a three-column chart on the board with the headings *-er, -ar, -or.* Write the words from the box in random order on the board. Have student write the words on the chart under the correct heading. Point to each word as you read it aloud. Have students repeat each word. Invite volunteers to use the words in sentences.

Read to Understand

25 min.

Tell Me a Story!

Most of us love to listen to a good story. Telling a story is a form of art. The folks who tell tales are called storytellers. People all over the world tell stories. A crowd **gathers** near the storyteller. They like to hear the stories.

The First Stories

Long ago, most people did not know how to write. They spoke or sang their words. Sound is a large part of a good story. As one person tells the tale, listeners have a picture in their mind. A story can mean different things to each person. Storytellers bring their words to a story. Listeners bring their imagination.

74 • Adventure 10 Lesson 1

Before Reading (5 min.)

Previewing Text

Have students turn to Student Book page 74. **In this Adventure we will read new passages. Before we read we need to preview and make predictions about what we will read.** Have students read the title, skim the passage, and look at the illustrations. **Using what you learned from skimming this passage, what predictions can you make?** Have students generate predictions, writing them on the board.

Vocabulary Introduction

Write the list of vocabulary words on the board. Read the words to students, pointing to each word as it is read. **Read the words with me.** Point to each word and say the word and its meaning. Say the meaning of a word and ask students to identify the vocabulary word it goes with. Then use the word in a sentence. Repeat the process with all the vocabulary words.

Vocabulary

gathers	brings together; collects **Toni *gathers* old newspapers for the school recycling program.**
planned	chose a set of steps to do something **The family *planned* to go on a picnic.**
especially	one in particular **The flowers in the vase are beautiful, *especially* the roses.**
couple	two of something **It will cost a *couple* of dollars to buy a ticket for the talent show.**
meanwhile	at the same time **My mom and I went to the store. *Meanwhile,* Dad was home making dinner.**

During Reading (15 min.)

Summarization

Before we read this passage, there are a few words that we need to know. Write the words *science*, *Africa*, *China*, and *Japan* on the board. Pronounce the words for students and have them locate the words in the passage, reading them aloud.

Choral read the first page with students. Then, have students choral read the remaining pages of the passage. When students have finished, verify their predictions on the board.

We have learned many skills and strategies to help us understand what we are reading. You have already learned how to identify the main idea of a paragraph or a section of a passage. Write *W–I–N* on the board. **What are the steps we follow to find the main idea?** (identifying the most important who or what; identifying the most important information; stating the main idea in a small number of words)

Storytelling Around the World

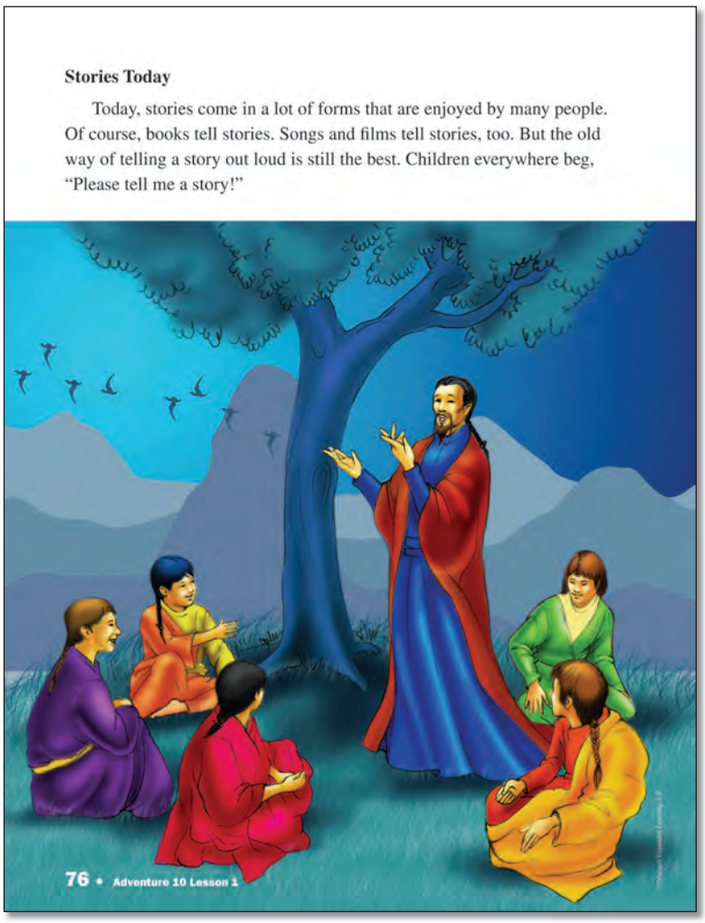
Stories around the world are alike in many ways. People enjoy them because they make people feel good about their lives. They teach people about their history. Early people used stories to tell why things happened on Earth. They did this because they did not know much about science. The stories helped them feel safe.

Most tales from Africa show happy endings for people who make good choices. This helps people know they can live through bad times. This also helps children learn how to act.

In China, telling stories was a **planned** event. Storytellers were paid to tell their stories in storyhouses. Some stories were **especially** long. A storyteller could only tell a **couple** of tales. Soon most of the people had heard all of the stories. Then the storyteller would move to a new town. **Meanwhile**, a new storyteller would come. That person would tell new stories.

Storytellers in old Japan sold candy. They rode bikes into a town. When the storytellers arrived, they put two wooden blocks together. This was a sign that it was story time. The blocks had a small stage. The stage was for picture cards. The storytellers showed the cards during the story. Children who bought candy stood near the stage. The storytellers were smart. They only told part of the story. They stopped when the story got exciting. The children had to come back the next time the storytellers were in town. Then they could hear the rest of the story.

Adventure 10 Lesson 1 • 75



Stories Today

Today, stories come in a lot of forms that are enjoyed by many people. Of course, books tell stories. Songs and films tell stories, too. But the old way of telling a story out loud is still the best. Children everywhere beg, "Please tell me a story!"

76 • Adventure 10 Lesson 1

In this lesson we will learn how to use the W–I–N strategy to help us summarize a page, then an entire passage. Summarizing will help you recall and organize the most important information you have read. Sometimes, we want to tell others about what we have read. If the other person has not read the passage, we can summarize it and give the person the information without using the passage. By summarizing, we also show that we understand what we read. A good summary will include the main ideas of a passage.

Read the first paragraph aloud. **This paragraph tells us the topic of this passage. The topic is storytelling.** Write *Storytelling* on the board.

Let's use the W–I–N strategy to determine the main idea of this first page.

Who is the most important *who* or *what*? (storytellers)

What is the most important *information* about storytellers?

(Long ago, people told stories to listeners; storytelling is a form of art.)

Write students' suggestions on the board. Determine which suggestion most clearly states the main idea, or combine several ideas to arrive at a clear statement. (For example, storytellers used to tell stories aloud to people.)

Repeat the process with the remaining pages of the passage.

Second page:

W: stories; storytellers

I: enjoyable stories have been told around the world; storytellers entertained their audiences

N: Stories are enjoyable and have been told around the world by storytellers who entertained their audiences.

Third page:

W: stories today
I: come in all forms that are enjoyed
N: Stories come in all forms that are enjoyed by readers and listeners.

When we combine the main ideas of paragraphs and pages, we can summarize what we have read. For example, a summary of this passage could be: ***Storytellers used to tell stories aloud to people. Stories are enjoyable and have been told around the world by storytellers who entertained their audiences. Today, stories come in all forms that are enjoyed by readers and listeners.*** **This summary contains the main ideas from each page of the passage.**

FLUENCY Model how emphasizing different words assists in comprehension and changes the meaning of the sentence. Model reading for students.

RETEACH Review how to summarize with students. Reread the first page with students, isolating the information for the W–I–N. Ask students to identify the most important who or what and when the most important information, then to create a main idea statement using this information. Then, show students how this main idea statement is also a summary of the page.

After Reading (5 min.)

Fix-Up Strategies

Is this passage an expository or narrative passage? *Comprehension* (expository)

When I come to something I don't understand while reading, there are things I do to make sure I understand before continuing to read. What are the Fix-Up Strategies that we can do while we are reading a passage? *Knowledge* (stop, reread, look, think, and check)

Have partners use the strategies as they reread the second page. Then, ask students to explain which strategies they used the most and tell how they were helpful.

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Pre-Writing

Have students write a first-draft story about a day in the life of a storyteller. Ask them to tell how the storyteller prepares to tell the story, describe how the storyteller tells the story, and what problems the storyteller has to solve before, during, or after telling the story. If time permits, have students work with a partner to correct spelling, punctuation, and content.

Word Works

5 min.

2-MINUTE WARM-UP

Sight Words

Write the words *today, listen, mind, early, person,* and *sign* on the board and have students read the list. As students read chorally, circle any words students hesitate on or read incorrectly.

Review the circled words by having students spell the words and say the words. Have students read the list again.

TEACHER TIPS

Take time to preview the daily lessons to know what is taught and to identify the lesson focus and reteach support. Use this preview time to note which sections struggling students or English Language Learners may have difficulties with.

ENGLISH LANGUAGE LEARNERS

Teach in small groups made of native and non-native English speakers. This will provide English Language Leaners with multiple opportunities to hear good models of English and correct pronunciation of sounds. In addition, they will have more opportunities to practice and receive teacher feedback and support.

Advanced Word Study (5 min.)

Review *R*-Controlled Vowels *-er, -ar, -or*

Write the words *her, car, more* on the board. Remind students that each of these words has an *r*-controlled vowel. Then write the words in the box on the board.

Have volunteers circle the *r*-controlled vowel in each word. Then have students read the list of words with you.

person	art	story
were	large	form

RETEACH Have students pick a word from the board. Ask them to circle the vowel and the letter *r* in the word. Have students say the word, then use the word in a sentence.

Read to Understand

25 min.

Tell Me a Story!

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74 • Adventure 10 Lesson 1

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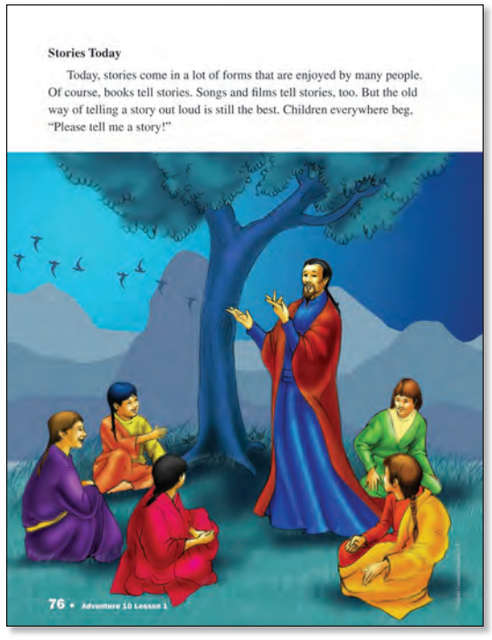
Stories around the world are alike in many ways. People enjoy them because they make people feel good about their lives. They teach people about their history. Early people used stories to tell why things happened on Earth. They did this because they did not know much about science. The stories helped them feel safe.

Most tales from Africa show happy endings for people who make good choices. This helps people know they can live through bad times. This also helps children learn how to act.

In China, telling stories was a **planned** event. Storytellers were paid to tell their stories in storyhouses. Some stories were **especially** long. A storyteller could only tell a **couple** of tales. Soon most of the people had heard all of the stories. Then the storyteller would move to a new town. **Meanwhile,** a new storyteller would come. That person would tell new stories.

Storytellers in old Japan sold candy. They rode bikes into a town. When the storytellers arrived, they put two wooden blocks together. This was a sign that it was story time. The blocks had a small stage. The stage was for picture cards. The storytellers showed the cards during the story. Children who bought candy stood near the stage. The storytellers were smart. They only told part of the story. They stopped when the story got exciting. The children had to come back the next time the storytellers were in town. Then they could hear the rest of the story.

Adventure 10 Lesson 1 • 75



Stories Today

Today, stories come in a lot of forms that are enjoyed by many people. Of course, books tell stories. Songs and films tell stories, too. But the old way of telling a story out loud is still the best. Children everywhere beg, "Please tell me a story!"

76 • Adventure 10 Lesson 1

Before Reading (5 min.)

Self-Monitoring: Generating Questions

Direct students to page 74 in the Student Book. Explain to students that before they read, they should ask questions to see what information they can gather about the topic. Model how to ask these questions.

- **What can I learn about this passage by reading the title?** (the topic: telling stories)
- **What can I learn from the headings?** (the main ideas: the first stories; storytelling around the world; storytelling today)
- **What can I learn from the pictures?** (what a storyteller looks like; what a storyteller does)

Vocabulary Review

Write the list of words on the board. Have students write the words and definitions in their vocabulary logs. **I will use one of your names to say a sentence with a vocabulary word. Then that student will use another student's name in a sentence using a vocabulary word.** Pick the name of one of your students and use it and a vocabulary word in a sentence. Example: (Insert student's name) *gathers* his books after school. Then have that student take a turn by saying: **Now it is your turn to pick another student's name and a vocabulary word for your sentence.**

Continue until all students have had an opportunity to say a sentence.

Vocabulary

gathers	brings together; collects **Sue *gathers* her homework before leaving for school.**
planned	chose a set of steps to do something **The students *planned* an end-of-the-year party that included everyone.**
especially	one in particular **All of the stories that were told today were great, *especially* the one about the lost wallet.**
couple	two of something **While Rob had a *couple* of cookies, Stan had at least eight.**
meanwhile	at the same time **I went to the library to study. *Meanwhile,* my best friend took a nap!**

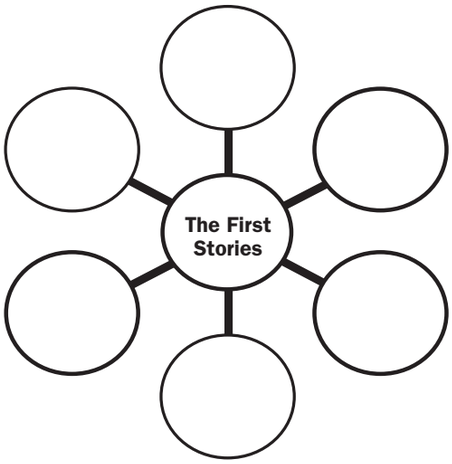
During Reading (10 min.)

Retelling

During our last lesson we read an interesting expository passage about storytelling. With a partner, reread the passage, paying attention to vocabulary words and other words you may not know. When you have finished, write two words that you found interesting or did not know in your vocabulary log.

When students have finished, have them choral read the second paragraph on the first page of the passage. **If we wish to retell this paragraph to someone, what should we include?** (who, what, where, when, why, and how)

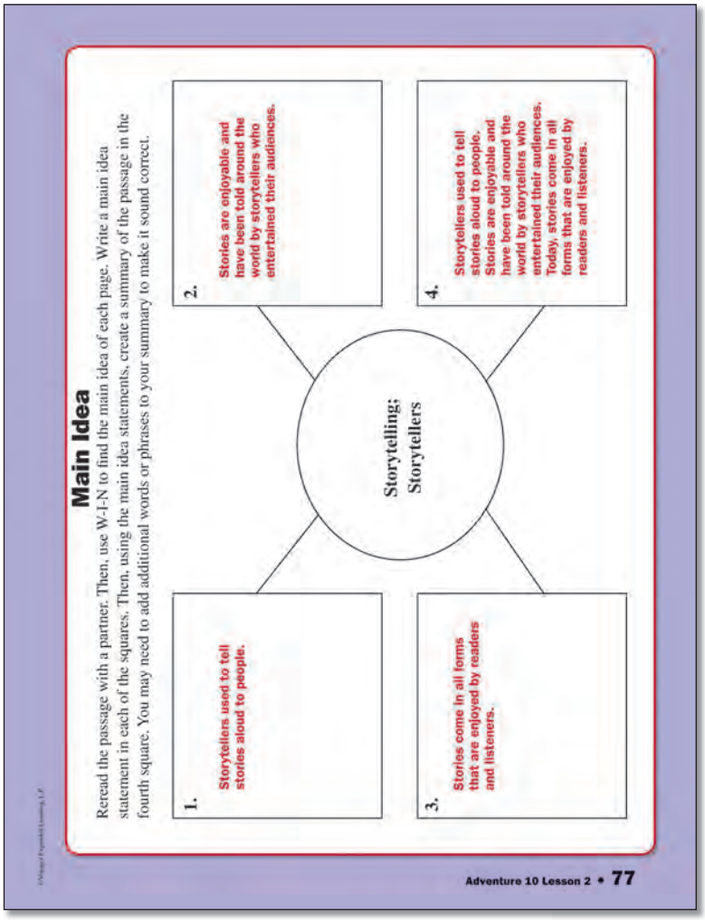
Draw a concept map on the board.



Write the heading, *The First Stories*, in the center of a concept web. Have students give important details from the paragraph to add in the connecting circles. **A concept map can help you retell the information that you have read. Be sure the details you include answer the 5 *W*'s and the *H* if these questions are answered in the section of the passage.**

With students retell the first paragraph using the information in the web.

RETEACH Use Reteach Blackline Master page 55 to provide additional support or practice with retelling. Remind students that they will not be able to answer all of the questions for each paragraph. Point out that if the question is not answered in the paragraph, they should leave the answer line blank.



Main Idea

Reread the passage with a partner. Then, use W-I-N to find the main idea of each page. Write a main idea statement in each of the squares. Then, using the main idea statements, create a summary of the passage in the fourth square. You may need to add additional words or phrases to your summary to make it sound correct.

1. Storytellers used to tell stories aloud to people.

2. Stories are enjoyable and have been told around the world by storytellers who entertained their audiences.

Storytelling: Storytellers

3. Stories come in all forms that are enjoyed by readers and listeners.

4. Storytellers used to tell stories aloud to people. Stories are enjoyable and have been told around the world by storytellers who entertained their audiences. Today, stories come in all forms that are enjoyed by readers and listeners.

Adventure 10 Lesson 2 • 77

FLUENCY Model reading one sentence, then have students reread modeling how to read with the same rate and expression. Repeat with several sentences.

After Reading (10 min.)

Summarization

During our last lesson we learned how to summarize this passage. In this lesson, we will summarize the same passage, only this time you will do it with a partner.

What is the first thing we need to do to summarize a passage? *Comprehension* (use the W–I–N strategy to determine the main idea of each page or section of the passage)

After we determine the main idea for each page, then what do we do? *Comprehension* (combine the main ideas into a summary statement)

Will the main ideas be enough to create a good summary of what we have read? *Comprehension* (No, we may need to add words or phrases to help it sound right.)

Have students turn to page 77 in the Student Book. With a partner, have students determine the main idea of each page of the passage. Then, have students use their main idea statements to create a summary of the passage.

When students finish, have them share their summaries with the class. Check for accuracy of information.

15 min.

Extra Practice

FLUENCY PRACTICE

Timed Reading

Materials: Fluency Books

Distribute the Fluency Books.

1. **Quickly read the story to yourself and make sure you know all the words.**
2. **Tell your partner to start the timer and call "time" after 1 minute.**
3. **Read carefully and stop when your partner calls "time." Mark the place where you stopped.**
4. **Count the number of words you read.**
5. **In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.**
6. **Switch roles with your partner.**

VOCABULARY

Word Associations

Have students draw a picture that demonstrates the meaning of a vocabulary word. Then have them write a sentence to describe the picture. Ask them to underline the vocabulary word. Example: The student draws a picture of a child gathering berries. The sentence under the picture reads: Mary *gathers* berries in a basket. Continue with other vocabulary words as time allows.

Word Works

5 min.

2-MINUTE WARM-UP

Consonant *le*

Write the letters *le* on the board. **We know that these letters make the sound /əl/ as in *table*. What sound does *le* make?** (/əl/)

Write the words *people, trouble, candle, wiggle, bottle,* and *noodle* on the board. Read the list of words with students. Then have students read the list of words quickly. Point out that there is always a consonant before *le*, and that it makes a separate syllable, or beat. Encourage students to remember how to pronounce *le* when they read unknown words with that syllable.

SOCIAL STUDIES CONNECTION

Collect classroom and library materials about ancient civilizations such as Mesopotamia and Egypt. Have students look through the materials and find interesting information that they can share with the class.

ENGLISH LANGUAGE LEARNERS

Use a variety of response formats. English Language Learners understand more than they can explain with words. Have English Language Learners demonstrate knowledge using response cards, thumbs-up/thumbs-down, write-on boards, etc. This allows them to be actively involved regardless of their English language proficiency.

Advanced Word Study (5 min.)

Abbreviations

Write the abbreviations in the box on the board. **What do these words have in common?** Lead students to conclude that they are all abbreviations. **An abbreviation is a shortened form of a word.** Explain that many abbreviations start with a capital letter and end with a period.

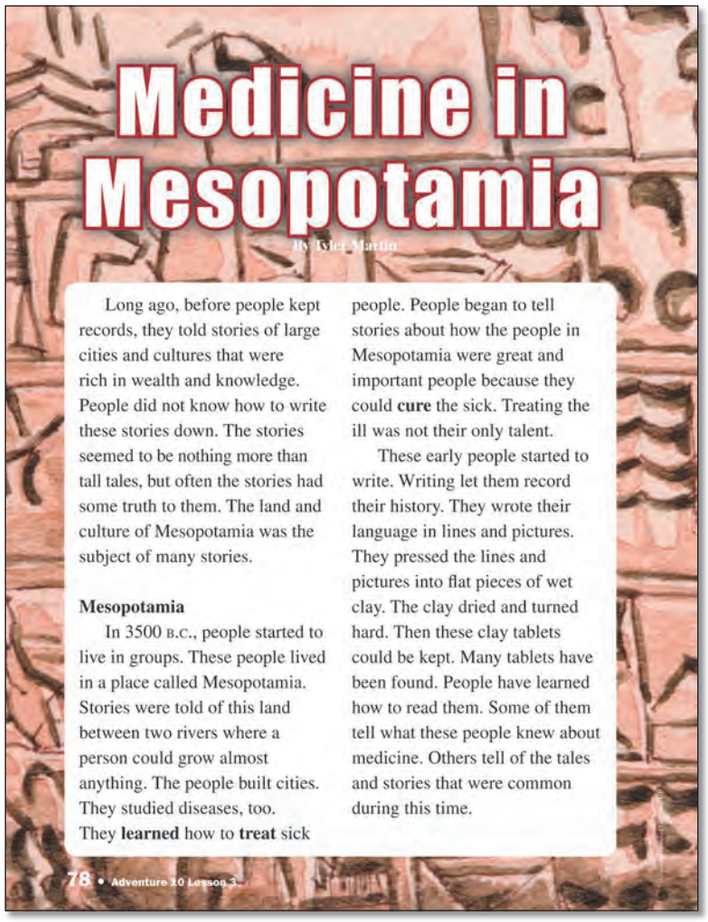
Point to *Dr.* on the board. **What does this abbreviation stand for?** (doctor) Point to *Mr.* on the board. **What does this abbreviation stand for?** (Mister) Point to *Dec.* **What does this abbreviation stand for?** (December) Point to *Fri.* **What does this abbreviation stand for?** (Friday) Point to *in.* **What does this abbreviation stand for?** (inches) Point to *Rd.* **What does this abbreviation stand for?** (road) Write the complete word next to each abbreviation. Ask students to brainstorm a list of other abbreviations they know. List these on the board. Then next to each abbreviation, show the complete word. Invite a few volunteers to write sentences on the board using one or more of the abbreviations that you have listed.

Dr.	Mr.	Dec.
Fri.	in.	Rd.

RETEACH Write the words in the box on the board. Point to each abbreviation. Review the words that each abbreviation stands for. Have students work with a partner to use each abbreviation in a written sentence.

Read to Understand

25 min.



Medicine in Mesopotamia

By Tyler Martin

Long ago, before people kept records, they told stories of large cities and cultures that were rich in wealth and knowledge. People did not know how to write these stories down. The stories seemed to be nothing more than tall tales, but often the stories had some truth to them. The land and culture of Mesopotamia was the subject of many stories.

Mesopotamia

In 3500 B.C., people started to live in groups. These people lived in a place called Mesopotamia. Stories were told of this land between two rivers where a person could grow almost anything. The people built cities. They studied diseases, too. They **learned** how to **treat** sick people. People began to tell stories about how the people in Mesopotamia were great and important people because they could **cure** the sick. Treating the ill was not their only talent.

These early people started to write. Writing let them record their history. They wrote their language in lines and pictures. They pressed the lines and pictures into flat pieces of wet clay. The clay dried and turned hard. Then these clay tablets could be kept. Many tablets have been found. People have learned how to read them. Some of them tell what these people knew about medicine. Others tell of the tales and stories that were common during this time.

78 • Adventure 10 Lesson 3

Before Reading (5 min.)

Previewing Text

In this lesson, we will learn about ancient medicine in Mesopotamia. Have students turn to page 78 in the Student Book and then read the title and first paragraph of the passage.

- **What do you already know about doctors and medicines?** (Answers will vary.)
- **What kind of information do you think you will learn from the passage?** (what medicine was like a long time ago)
- **What clues tell you this?** (the artwork and the title)

Vocabulary Introduction

Write the list of vocabulary words on the board. Read the words to the students, pointing to each word as it is read. **Read the words with me.** Point to each word and say the word and its meaning. Say the meaning of a word and ask students to identify the vocabulary word it goes with. Then use the word in a sentence. Repeat the process with all the vocabulary words.

Vocabulary

learned	found out about **We *learned* about volcanoes in our science class.**
treat	care for **Long ago, doctors did not know how to *treat* many diseases.**
cure	make well **Doctors can help *cure* some illnesses.**
helpful	useful **Mrs. Radcliffe asked her students to find ways to be *helpful* to each other.**
ancient	belonging to the distant past **The *ancient* statue was made more than 1,000 years ago.**

RETEACH Have students identify the words that contain suffixes. (learned, helpful) Have them determine what the root word is and whether its meaning has changed by adding the suffix.

Doctors and Treatments

Most of the time, a family took care of a sick person at home. Doctors went to the person's house. Sometimes, a hut was built near a river. The sick person stayed there. The people thought that rivers had the power to heal. They believed the water carried away whatever made the person sick.

One type of doctor in Mesopotamia was a healer. These doctors thought things in nature caused some illnesses. They knew about food poisoning. They understood broken bones. They learned that some diseases could be passed from person to person. These natural healers washed wounds to clean them. They used bandages to keep dirt out.

These doctors also knew that plants could be used as different types of medicine. The bark of a special type of tree might help someone's pain while a particular flower might help another person's heart. Many stories were told about the wisdom of these doctors, and people would come from all over to learn from them.

Adventure 10 Lesson 3 • 79

Medicine Today

Much of what people knew about medicine long ago is still true today. Many of the same diseases continue to trouble people. Many of the same plants are still used to make **helpful** drugs. Some of the ways that doctors treated people long ago seem quite modern.

The stories of Mesopotamia and the people who lived there continue to interest people who study history and **ancient** cultures.

80 • Adventure 10 Lesson 3

During Reading (15 min.)

Summarization

Choral read the first page with students. Then, have students choral read the remaining pages of the passage. When students have finished, have them verify their predictions.

During an earlier lesson we learned how to use the W–I–N strategy to help us summarize part of the passage we read. What are the steps we follow to find the main idea? (identifying the most important who or what; identifying the most important information; stating the main idea in a small number of words)

Summarizing helps us recall and organize the most important information we have read. Now, let's reread the first paragraph on the first page of the passage and determine the *W* and *I*. Have students turn to page 78 in the Student Book. Choral read the first paragraph of the passage.

As students give their answers, write them on the board.

W: stories

I: about people and cultures from long ago

Based on this information, what is the main idea for this paragraph? (There are stories about people and cultures from long ago.) Write this on the board.

Have students determine the main idea of the remaining two paragraphs on the page. Write their ideas and main idea statements on the board. The following are possible suggestions for answers.

Paragraph 2:

W: people

I: built cities; learned how to take care of sick people

N: People built cities and learned how to take care of sick people.

Paragraph 3:

W: people

I: learned how to write

N: People learned how to write.

To create a summary of this page we will need to combine the three main ideas. We may also need to add some words or phrases to make the summary read more smoothly. Listen as I read our main idea statements.

There are stories about people and cultures from long ago. People built cities and learned how to take care of sick people. People learned how to write. Write the summary on the board.

This summary does not sound right. What can we do? (add words or phrases so that it makes sense)

Have students suggest words and phrases that can be added to this summary. The following summary is a possibility with additional words and phrases in italics.

There are stories about people and cultures from long ago. *The* people *of Mesopotamia* built cities and learned how to take care of sick people. *They also* learned how to write.
This is a good summary of what we have read. The summary answers most of the 5 *W*'s and *H* questions.

FLUENCY Discuss how good readers use pauses to help the listener understand what is being read. Provide examples and non-examples of what the correct use of pauses sounds like.

After Reading (5 min.)

Retelling

Part of retelling is being able to remember some of the details of a passage. Think about what you have read before answering the following questions.

- **What are two skills the people of Mesopotamia had?** *Comprehension* (writing and medicine)
- **What did the ancient doctors use for medicines?** *Comprehension* (plants)
- **The author stated that healers used plants to make *helpful* drugs. What does this mean?** *Knowledge* (The plants were useful because they made people well.)

15 min.

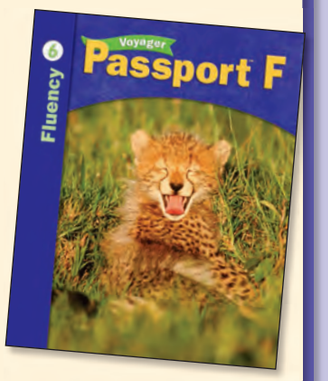
Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.



1. **Meet with your partner and take turns reading the story out loud.**
2. **Then read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Creative Writing

Explain to students that, in the future, the medicine we use today may seem as primitive as the medicine used in Mesopotamia long ago. Have students write a story about doctors and medicine in the future. Encourage them to imagine how diseases will be treated.

Word Works

5 min.

2-MINUTE WARM-UP

Spelling

Materials: write-on boards

You will spell words that you can read. Some letters in these words may not make the sounds you know. Write *person* on the board. **Read the word *person*.** (person)

Now, spell *person*. (p-e-r-s-o-n)

Cover the word.

Write *person*. Pause while students write the word on their write-on boards.

Check it together. **Read the word.** Pause. **Say the letters you wrote.**

Uncover the word. **Does your word look like mine?** Have students correct the word if it is misspelled.

Now read the word again. Repeat with the words *understood, power, built, kept, outside, care,* and *natural*.

ELL ENGLISH LANGUAGE LEARNERS

Accept oral approximations. English Language Learners often borrow from their native language when pronouncing words in English.

Advanced Word Study (5 min.)

Review Abbreviations

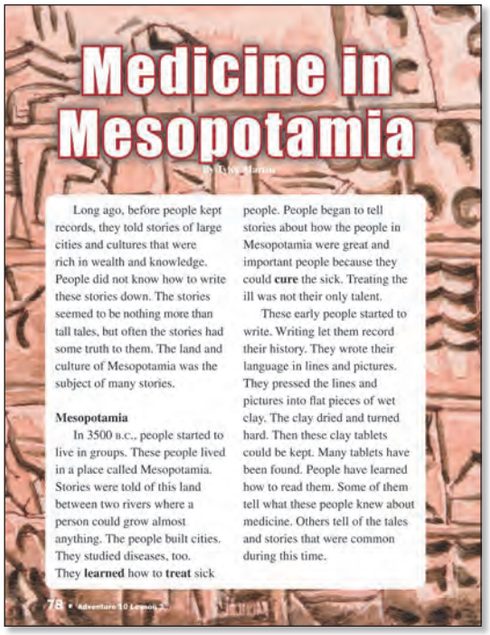
Write *Doctor, Mister, December, Friday, inch,* and *Road* on the board. Remind students that an abbreviation is a shortened form of a word. Explain that many abbreviations start with a capital letter and end with a period. Have students name the abbreviation that goes with each word. Write the abbreviations on the board next to the words.

Dr.	Mr.	Dec.
Fri.	in.	Rd.

RETEACH Write the word *Dr.* on the board. Discuss its meaning. Ask students to locate this abbreviation in the passage. Write a sentence on the board using the abbreviation. Have a volunteer circle the abbreviation and tell what it means.

Read to Understand

25 min.



Medicine in Mesopotamia

By Lily Hanson

Long ago, before people kept records, they told stories of large cities and cultures that were rich in wealth and knowledge. People did not know how to write these stories down. The stories seemed to be nothing more than tall tales, but often the stories had some truth to them. The land and culture of Mesopotamia was the subject of many stories.

Mesopotamia

In 3500 B.C., people started to live in groups. These people lived in a place called Mesopotamia. Stories were told of this land between two rivers where a person could grow almost anything. The people built cities. They studied diseases, too. They **learned** how to **treat** sick people. People began to tell stories about how the people in Mesopotamia were great and important people because they could **cure** the sick. Treating the ill was not their only talent.

These early people started to write. Writing let them record their history. They wrote their language in lines and pictures. They pressed the lines and pictures into flat pieces of wet clay. The clay dried and turned hard. Then these clay tablets could be kept. Many tablets have been found. People have learned how to read them. Some of them tell what these people knew about medicine. Others tell of the tales and stories that were common during this time.

78 • Adventure 10 Lesson 3

Doctors and Treatments

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One type of doctor in Mesopotamia was a healer. These doctors thought things in nature caused some illnesses. They knew about food poisoning. They understood broken bones. They learned that some diseases could be passed from person to person. These natural healers washed wounds to clean them. They used bandages to keep dirt out.

These doctors also knew that plants could be used as different types of medicine. The bark of a special type of tree might help someone's pain while a particular flower might help another person's heart. Many stories were told about the wisdom of these doctors, and people would come from all over to learn from them.

Adventure 10 Lesson 3 • 79

Medicine Today

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The stories of Mesopotamia and the people who lived there continue to interest people who study history and **ancient** cultures.

80 • Adventure 10 Lesson 3

Before Reading (5 min.)

Fix-Up Strategies

A good reader will take his or her time reading, being sure to read slowly and carefully. A good reader will also use Fix-Up Strategies as he or she reads.

Is this passage an expository or narrative passage? (expository)

What are the Fix-Up Strategies that we can use while we are reading a passage? (stop, reread, look, think, and check)

When we read or reread a passage, we can:

- ***Stop* and ask questions: *Does this make sense? Does this sound right?***
- ***Reread* the part that I don't understand at a slower pace for missed information.**
- ***Look* for things I recognize, like signal words, pictures, and headings.**
- ***Think* out loud about what I read and what I already know.**
- ***Check* for understanding by reading again.**

With a partner, you will reread the passage and practice each of these strategies. Remember, good readers ask questions about what they are reading and will often reread a sentence or paragraph to make sure they understand what is being said.

Vocabulary Review

Before we read, let's review our vocabulary.

Write the list of words on the board. Review the definitions and provide additional contexts for the words by reading aloud and discussing the sentences in the box. Have students write the words in their vocabulary logs.

Vocabulary

learned found out about
In the last lesson we *learned* about Mesopotamia.

treat care for
Ancient doctors used plants to help *treat* the ill.

cure make well
Some plants help to *cure* many of the sick people.

helpful useful
Knowing how to use plants as medicine was very *helpful* for doctors.

ancient belonging to the distant past
The *ancient* records of Mesopotamia are written on clay tablets.

RETEACH Use Reteach Blackline Master page 56 to provide additional support or practice with vocabulary. Read the instructions and incomplete sentences with students. Have students work with a partner to complete the sentences. Then encourage students to share their responses with the class.

During Reading (15 min.)

Fix-Up Strategies

Have students turn to Student Book page 78 and reread the passage while using Fix-Up Strategies. When students finish, have them turn back to the first page of the passage. Read the first paragraph aloud. Model how to generate a question about the paragraph.

TEACHER READ-ALOUD

The first sentence states that long before people kept records, people told stories. I wonder why that is. The next sentence answers my question. People did not know how to write. The next sentence is rather confusing so I'm going to reread it. (pause) **Oh, I understand. The stories may seem like tall tales but there actually might be some truth to what they say. When we use Fix-Up strategies as we read, it helps us understand what we are reading.**

Have students work with a partner to generate questions that they can ask themselves as they read the second paragraph on the first page. While students have already read the paragraph several times, it may make it easier for them to see how to apply the Fix-Up strategies to the passage.

Have students share their questions with the class. Discuss their question choices and the subsequent answers that may or may not be in the paragraph. Explain to students that sometimes they may have questions about what they have read but the answer is not in the passage.

FLUENCY Model how emphasizing different words assists in comprehension and changes the meaning of the sentence. Model reading for students.

Retelling

When retelling information from the passage, answer the questions *who, what, where, when, why,* and *how*.

	Who?	What?	Where?	When?	Why?	How?
Paragraphs 2 and 3:	people who lived in groups	studied medicine; recorded what they knew about medicine on clay tablets		3500 B.C.	They wanted to treat sick people.	
Paragraphs 4, 5, and 6:	doctors; healers	tried to cure sick people	at a sick person's house; in a special hut near a river	when someone was sick or hurt	to help them get well	by using things in nature
Paragraphs 7 and 8:	doctors	continue to fight some of the same diseases as early doctors; learned some things about medicine from doctors long ago		today	some treatments seem quite modern; some medicines still work to treat the same diseases	by using plants to make medicine

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After Reading (5 min.)

Retelling

Have students reread the second page of the passage independently.

A good retelling will tell *who, what, where, when, why,* and *how,* if those questions are answered in the passage. Show students how to underline the important details in each of the paragraphs on the page. **Be sure the details you underline answer the 5 *W*'s and the *H* if these questions are answered in this section of the passage.**

Have students complete Student Book page 81 as a group, individually, or in pairs. Review their responses.

15 min.

Extra Practice

FLUENCY PRACTICE

Read with Expression

Materials: Fluency Books

Explain to students that good readers use expression when reading. Model reading a sentence using good expression. Have partners reread the Fluency Books to each other using good expression so that their reading sounds like natural speech.

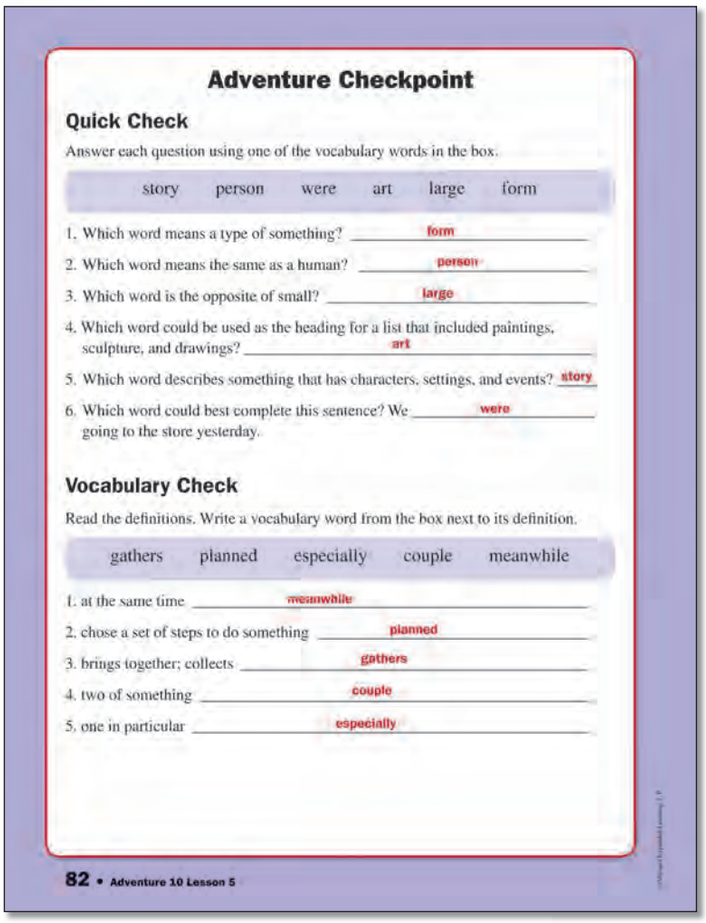
WRITING IN RESPONSE TO READING

Informative Writing

Collect classroom and library materials about ancient civilizations. Have students identify a particular civilization that they like and collect facts and details about that civilization. Then have students create an informative chart or brochure about their civilization to share with others.

Adventure Checkpoint

30 min.



Adventure Checkpoint

Quick Check

Answer each question using one of the vocabulary words in the box.

story person were art large form

1. Which word means a type of something? form
2. Which word means the same as a human? person
3. Which word is the opposite of small? large
4. Which word could be used as the heading for a list that included paintings, sculpture, and drawings? art
5. Which word describes something that has characters, settings, and events? story
6. Which word could best complete this sentence? We were going to the store yesterday.

Vocabulary Check

Read the definitions. Write a vocabulary word from the box next to its definition.

gathers planned especially couple meanwhile

1. at the same time meanwhile
2. chose a set of steps to do something planned
3. brings together; collects gathers
4. two of something couple
5. one in particular especially

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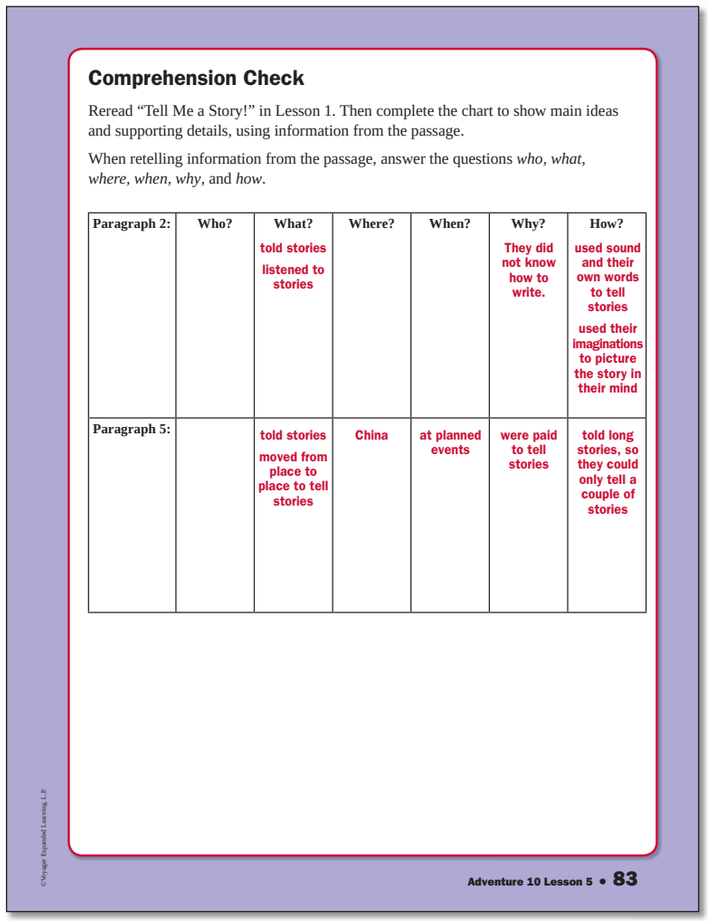


Comprehension Check

Reread "Tell Me a Story!" in Lesson 1. Then complete the chart to show main ideas and supporting details, using information from the passage.

When retelling information from the passage, answer the questions *who, what, where, when, why,* and *how*.

	Who?	What?	Where?	When?	Why?	How?
Paragraph 2:		told stories listened to stories			They did not know how to write.	used sound and their own words to tell stories used their imaginations to picture the story in their mind
Paragraph 5:		told stories moved from place to place to tell stories	China	at planned events	were paid to tell stories	told long stories, so they could only tell a couple of stories

Adventure 10 Lesson 5 • 83

Quick Check (5 min.)

Use the Quick Check activity on page 82 in the Student Book to assess students' knowledge of advanced word study skills taught in Lessons 1–4. Copy the graphic organizer on the board and have students help you complete it.

Vocabulary Check (10 min.)

Use the Vocabulary Check activity in the Student Book to assess students' knowledge of vocabulary skills taught in Lessons 1–4. Students may work alone or with a partner.

Comprehension Check (10 min.)

Have students read "Tell Me a Story!" from Lesson 1. Use the Comprehension Check activity on page 83 in the Student Book to review the comprehension skills taught in Lessons 1–4.

Students reread "Medicines in Mesopotamia" on page 78 in the Student Book with a partner, then conduct a timed reading of the passage.

FLUENCY Have students reread the passage with a partner. After partners have read the passage together, have them do a timed reading of the passage.

- Student 1 reads aloud to student 2 who follows along and corrects as needed.
- At the conclusion of 1 minute, student 1 marks where he or she stopped.
- Student 2 reads aloud to student 1, who follows along and corrects as needed.
- At the conclusion of 1 minute, student 2 marks where he or she stopped.
- Students count the total number of words read.
- Students write their score on the Fluency Chart located in the back of the Student Book.

Home Connection (5 min.)

Distribute Home Connection Blackline Master page 57 to students. Quickly review the words and passage on the page. Tell students to reread the passage to family members and friends at home.

ELL ENGLISH LANGUAGE LEARNERS

English Language Learners profit from phonics instruction even before they are fully proficient in English. Do not delay instruction until the student has a command of English.

RETEACH

If students do not demonstrate proficiency in skills and strategies taught in Lessons 1–4, provide additional instruction using one or more of the following suggestions. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Reteach specific lessons in a one-to-one setting or pairs to provide an increased number of opportunities for multiple responses and correction procedures.
- Include more modeling and additional support in the reteach.
- Use the Reteach Blackline Masters for Lessons 1–4 to provide additional systematic instruction on the key skills.

INDEPENDENT PRACTICE

For students who demonstrate proficiency, have them complete one or more of the following activities:

- Additional activities provided in the Adventure Checkpoint
- One or more of the Adventure Centers located at the end of each Adventure
- Rereading passages with partners and retelling the passages to each other

Word Works

5 min.

2-MINUTE WARM-UP

Letter Combinations *ee, ea*

Write the letters *ee* and *ea* on the board. **We know that these letters can make the sound /ē/ as in *feed* and *clean*. What sound do *ee* and *ea* make?** (the long *e* sound)

Write the words *green, speak, needles, leap, seen, seeds,* and *leaves* on the board. Read the list of words with students. Then have students read the list of words quickly. Have volunteers come to the board and underline the letters that make the /ē/ sound in the words you have listed.

SCIENCE CONNECTION

Collect classroom and library materials about deciduous trees and conifers. Have students research both types of trees, using a Venn diagram to compare and contrast them. Then, have students combine the information in their diagram into an informative expository paragraph.

ENGLISH LANGUAGE LEARNERS

Teach in small groups, made of native and non-native English speakers. This will provide students with multiple opportunities to hear good models of English and correct pronunciation of sounds. In addition, they will have more opportunities to practice and receive teacher feedback and support.

Advanced Word Study (5 min.)

Introduce Roots: *phon, meter*

Write *phon* on the board. **We know that prefixes and suffixes can be added to roots. This word part is a root. A root is a word part that comes from another language. It contains the basic meaning of a word. Prefixes, suffixes, and other letters are added to it to make a complete word. Sometimes knowing the meaning of the root of a word can help you understand what the word means. This root means "sound" or "speech."** Write the word *telephone* on the board. **What is the root of the word *telephone*?** (phon) **What is a *telephone*?** (something you use to call and talk to people) **The prefix *tele-* means "over a distance." A telephone sends your voice over a distance.**

Write *thermometer* on the board. Underline the root *meter*. **The root word *meter* means "measure." What is a *thermometer* used for?** (Possible answers: to take your temperature; to find out how hot it is) **It measures heat.**

Write the remaining words in the box on the board. Underline the letters *phon* in the word *phonics*. **What is the root word?** (phon) **What is the rest of the word?** (ics) **What is the word?** (phonics) **What do you learn about when you study phonics?** (the sounds of letters) Have students say what the root of each word is. Read each word and help students say what it means.

telephone	thermometer	phonics
phonograph	phonometer	perimeter

RETEACH Write the words in the box on the board, separating the affixes from the base word. Point to each word. Have volunteers circle the base word in each word. Discuss the meaning of each word. Then encourage students to dictate sentences using the words. Write their sentences on the board.

Read to Understand

25 min.

Always Green

By Providenza Grenada

Trees are found in almost every region of the world. Some trees have leaves that turn bright colors in the fall. These trees lose all their leaves in the winter. However, some trees stay green all the time. In the past, people did not understand why certain things happen, such as the sun rising each morning or why some trees stay green all year while others lose their leaves. People would create stories about these strange events to try to explain them.

What Is an Evergreen?

An evergreen is a tree that stays green all year. One ancient story said that the Raven had **stolen** some life-giving water from the top of a tall mountain. The Raven took as much as he could hold but when he stopped to rest, he spilled the water onto the pine tree. From that day on, the pine tree never lost its needles in the fall and stayed green all year.

Today we know there are many types of evergreen trees. The leaves of an evergreen tree are called needles. Some evergreen needles are round. Some are thin and pointed. Other evergreens have flat needles. Some needles grow **separately**. Other needles grow in clumps.

Evergreens do not keep their needles forever. They lose old needles as the tree grows. The old needles turn brown and fall off. But evergreens never lose all their needles at once. When an old needle falls off, there is already a new needle growing. This is why evergreens always look green.

84 • Adventure 20 Lesson 6

Before Reading (5 min.)

Previewing Text

Have students turn to Student Book page 84. **During this lesson we will read a new passage. Before we read, let's preview the passage. What do we use to preview a passage?** (title, headings, skim the text)

What do you think this passage will be about? Write students' predictions on the board. As you list their predictions, ask students what features they found most helpful in making their predictions.

Vocabulary Introduction

Write the list of vocabulary words on the board. Read the words to students, pointing to each word as it is read. **Read the words with me.** Point to each word and say the word and its meaning. Say the meaning of a word and ask students to identify the vocabulary word it goes with. Then use the word in a sentence. Repeat the process with all the vocabulary words.

Vocabulary

stolen	to have taken something without permission **The dog was eating food it had *stolen* from the cat.**
separately	apart and not linked **My sister and I drove to the movie *separately* and met up inside the building.**
located	having found where something or someone is **She *located* the new store and went there on Saturday.**
designed	planned or made **He *designed* a new chair that was comfortable to sit in.**
furniture	large objects used for sitting on, lying on, or putting things on **The *furniture* in the living room was uncomfortable.**

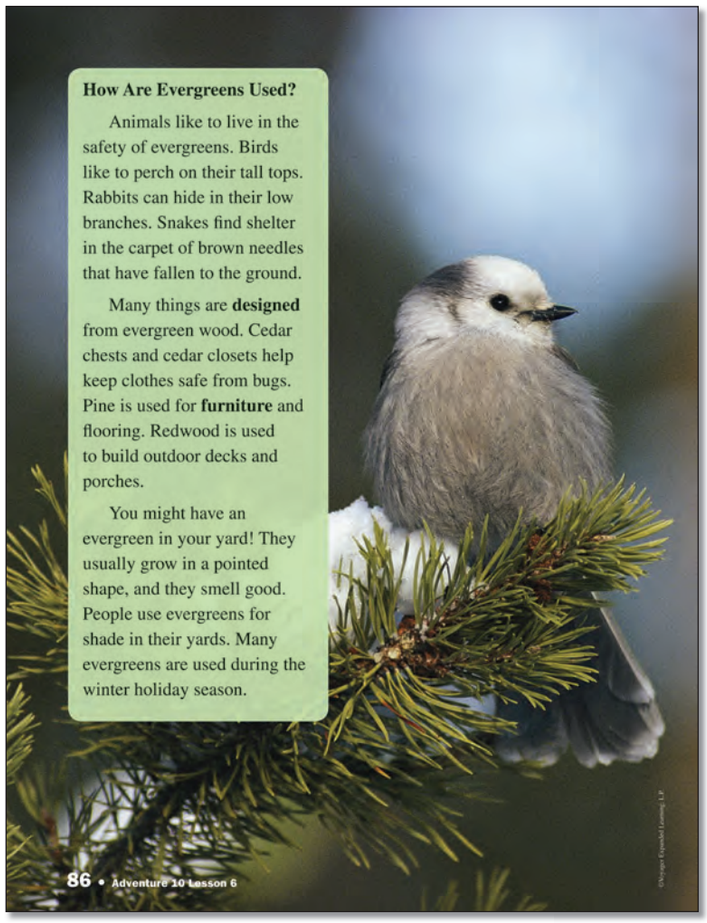
RETEACH Show students the syllabic breaks in each word, reading the words slowly and clearly. Then, use the word in a simple sentence, asking students to create a sentence of their own.

Where Do Evergreens Grow?

Evergreen trees are **located** in most of the United States. Evergreens often grow in forests that stretch for many miles. Evergreen trees can be very small. Some evergreen trees are the biggest and oldest trees on Earth.

The land along the Pacific Ocean has the largest evergreen forest in the world. This forest grows from Alaska to California. The forest has some of the largest living things on Earth—giant redwood trees. The oldest living thing on Earth is also an evergreen tree. It is the bristlecone pine. This kind of evergreen grows in the Rocky Mountains.

Adventure 10 Lesson 6 • 85



How Are Evergreens Used?

Animals like to live in the safety of evergreens. Birds like to perch on their tall tops. Rabbits can hide in their low branches. Snakes find shelter in the carpet of brown needles that have fallen to the ground.

Many things are **designed** from evergreen wood. Cedar chests and cedar closets help keep clothes safe from bugs. Pine is used for **furniture** and flooring. Redwood is used to build outdoor decks and porches.

You might have an evergreen in your yard! They usually grow in a pointed shape, and they smell good. People use evergreens for shade in their yards. Many evergreens are used during the winter holiday season.

86 • Adventure 10 Lesson 6

During Reading (15 min.)

Self-Monitoring: Generating Questions

Before we read, there are some words that we need to know in order to understand what we are reading. Write the words *Pacific Ocean, Alaska, California,* and *Rocky Mountains* on the board. Pronounce the words for students. Remind students to look for these words as they read.

Have students choral read the passage with a partner. Remind students to read with a proper rate because this is an expository passage. When they have finished, have students verify the predictions on the board. Focus on those predictions that most closely match the contents of the passage.

During an earlier lesson we learned a strategy that helps us understand what we read. We can ask questions about the passage. Good questions include the words *who, what, when, where, why,* and *how*. Write these words on the board. Then, write the sentence: *That morning, the Raven secretly stole the life-giving water to give to man but spilled it while sitting in a pine tree*. Remind students that a *what* question can be about a living thing that is not human, such as an animal or a tree.

- **What would be a good *what* question to ask about this sentence?** (What stole the life-giving water?)
- **What would be a good *where* question?** (Where was the Raven when it spilled the water?)
- **What would be a good *when* question?** (When did the Raven steal the water?)
- **What would be a good *why* question?** (Why did the Raven steal the water?)
- **What would be a good *how* question?** (How did the Raven steal the water?)

When we ask ourselves questions such as these as we read, it helps us better understand and remember what we are reading.

Choral read the first paragraph of the passage. **Now that we know what words we can use to help us ask questions, what are some questions we can ask about this paragraph?** As students ask the questions, have another student answer them.

- Who did not understand why certain things happen?
- What stays green all year?
- Where are trees found?
- When do trees lose their leaves?
- Why did people create stories?
- How did people explain strange events they did not understand?

With a partner, have students generate a series of questions and answers for the first paragraph on the second page. Remind students to refer to the words *who, what, where, when, why,* and *how* on the board as they create their questions.

When students finish, have each pair present their questions to the class. Ask students to raise their hands if they have the same or a similar question.

FLUENCY Discuss how good readers use pauses to help the listener understand what is being read. Provide examples and non-examples of what the correct use of pauses sounds like.

After Reading (5 min.)

Retelling

The beginning of this passage gives a brief summary of a legend about how the evergreen trees remain green all year. What do we need to do to retell this short story to someone else? (answer the 5 *W*'s and *H* questions)

When we generate questions about what we read, we can answer them using the information in the passage or paragraph. With a partner, generate questions and answers about the information in the second paragraph of this passage. Then, use that information to write a short retelling.

When students finish, have each pair present their retelling to the class.

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then tell each other about the story you read.**

WORD BUILDING

Multisyllabic Words

Materials: letter squares and trays

Have students build multisyllabic words using their letter squares and trays. As students build their words, have them record the words on paper. Encourage students to build words with affixes that they know, as well as inflectional endings.

Word Works

5 min.

2-MINUTE WARM-UP

Sight Words

Write the words *inside, stay, produce, round, forest* and *winter* on the board. Read the words aloud to students. Have them repeat the words after you say them. Point to a word at random and have a volunteer read it.

ELL ENGLISH LANGUAGE LEARNERS

Teach the vocabulary of instruction to English Language Learners prior to teaching the skill or task (sounding out, tracing, sorting, graphic organizer, etc.).

Advanced Word Study (5 min.)

Review Root: *meter*

Write the words in the box on the board. Ask students to identify the root, drawing a line between the root and its prefix. Then have students look up the meaning of each word in a dictionary.

kilometer	perimeter	thermometer
millimeter	centimeter	barometer

RETEACH Say a sentence with a blank where one of the words from the box would go. Have students determine which word best fits in the blank. Example: **Julio read the _____ to find out the temperature before he left the house.** (thermometer)

Read to Understand

25 min.

Always Green

By Providenza Grenada

Trees are found in almost every region of the world. Some trees have leaves that turn bright colors in the fall. These trees lose all their leaves in the winter. However, some trees stay green all the time. In the past, people did not understand why certain things happen, such as the sun rising each morning or why some trees stay green all year while others lose their leaves. People would create stories about these strange events to try to explain them.

What Is an Evergreen?

An evergreen is a tree that stays green all year. One ancient story said that the Raven had **stolen** some life-giving water from the top of a tall mountain. The Raven took as much as he could hold but when he stopped to rest, he spilled the water onto the pine tree. From that day on, the pine tree never lost its needles in the fall and stayed green all year.

Today we know there are many types of evergreen trees. The leaves of an evergreen tree are called needles. Some evergreen needles are round. Some are thin and pointed. Other evergreens have flat needles. Some needles grow **separately**. Other needles grow in clumps.

Evergreens do not keep their needles forever. They lose old needles as the tree grows. The old needles turn brown and fall off. But evergreens never lose all their needles at once. When an old needle falls off, there is already a new needle growing. This is why evergreens always look green.

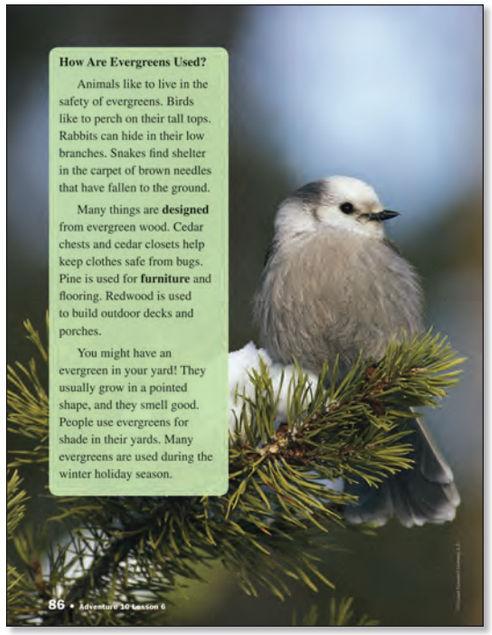
84 • Adventure 10 Lesson 6

Where Do Evergreens Grow?

Evergreen trees are **located** in most of the United States. Evergreens often grow in forests that stretch for many miles. Evergreen trees can be very small. Some evergreen trees are the biggest and oldest trees on Earth.

The land along the Pacific Ocean has the largest evergreen forest in the world. This forest grows from Alaska to California. The forest has some of the largest living things on Earth—giant redwood trees. The oldest living thing on Earth is also an evergreen tree. It is the bristlecone pine. This kind of evergreen grows in the Rocky Mountains.

Adventure 10 Lesson 6 • 85



How Are Evergreens Used?

Animals like to live in the safety of evergreens. Birds like to perch on their tall tops. Rabbits can hide in their low branches. Snakes find shelter in the carpet of brown needles that have fallen to the ground.

Many things are **designed** from evergreen wood. Cedar chests and cedar closets help keep clothes safe from bugs. Pine is used for **furniture** and flooring. Redwood is used to build outdoor decks and porches.

You might have an evergreen in your yard! They usually grow in a pointed shape, and they smell good. People use evergreens for shade in their yards. Many evergreens are used during the winter holiday season.

86 • Adventure 10 Lesson 6

Before Reading (5 min.)

Building Background Knowledge

During our last lesson we read about evergreen trees. An evergreen is any plant, shrub, or tree that stays green all year without losing its leaves. An evergreen tree is often a pine, fur, spruce, or cedar tree. People use them in their yards as decorations. An evergreen tree provides shelter to birds, squirrels, and chipmunks during the winter. Most evergreens have cones. The cones are where the tree's seeds are located.

What did you learn about evergreen trees in the passage we read? (Answers will vary.)

Vocabulary Review

Before we begin, let's review our vocabulary words. Use sentence starters requiring students to use and apply the meaning of a vocabulary word in a different context.

Listen carefully before answering the following questions.

- **If your mother asked you to help her clean the *furniture*, does that mean you might clean the couch or you might clean the window?** (you might clean the couch)
- **If someone *designed* a new shoe, does that mean he planned it or used an old one?** (planned it)
- **If you *located* a new grocery store in your neighborhood, does that mean you built it there or you found it there?** (you found it there)
- **If two people went to the movies *separately*, does that mean they went together or apart?** (apart)
- **Marco thought someone had *stolen* his pencil. Does that mean he thought someone took it or that someone gave it to him?** (took it)

RETEACH Use Reteach Blackline Master page 58 to provide additional support or practice with the vocabulary.

Vocabulary

stolen	to have taken something without permission **The dog was eating food it had *stolen* from the cat.**
separately	apart and not linked **The needles on the tree grow *separately* from each other.**
located	having found where something or someone is **She *located* her missing English assignment just before class started.**
designed	planned or made **A company *designed* a new shoe that keeps feet from hurting.**
furniture	large objects used for sitting on, lying on, or putting things on **They hoped to buy new *furniture* when they moved.**

TEACHER NOTE Teach at a pace suited to the number of students in the group. Smaller groups will usually allow the lesson to be delivered more thoroughly.

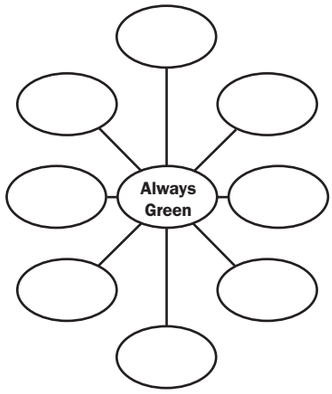
During Reading (10 min.)

Identifying Facts and Details

Have students turn to page 84 in the Student Book. **Let's choral read this passage together.** Choral read the passage with students. As the passage is read, stop at each vocabulary word and ask students to discuss the word meaning and use. Have students use context clues and word parts to determine the meaning of each word. Provide the meaning of other words in the passage that students may not know. Have students add two words from the passage to their vocabulary log that they either did not know before or find interesting.

Have students turn to page 87 in the Student Book. **This is a graphic organizer. How can graphic organizers help us?** (They can help us organize information.)

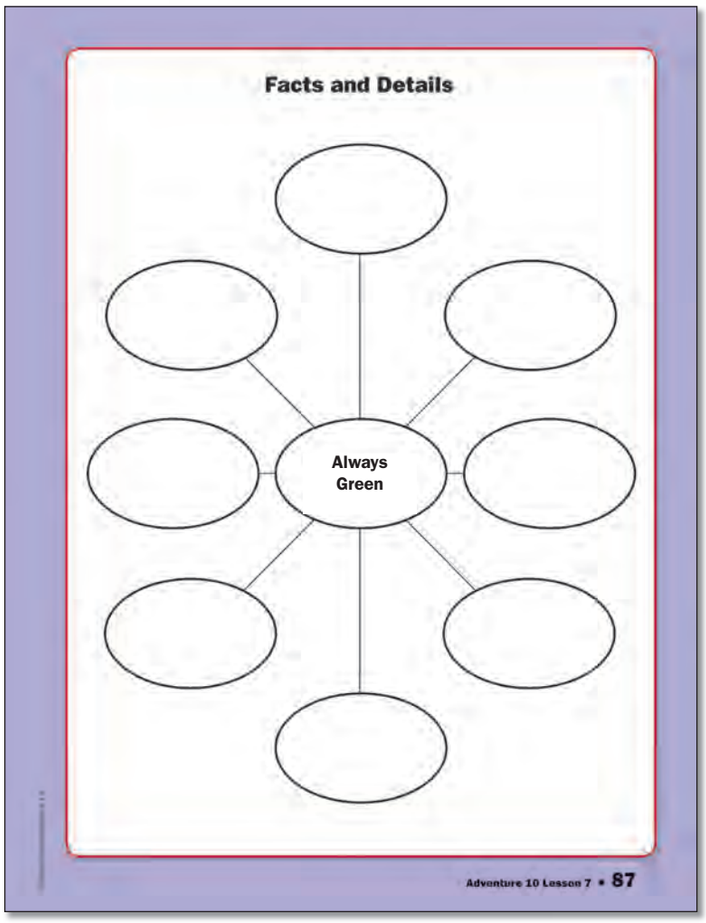
Write *Always Green* in the center of the graphic organizer.



With a partner, slowly reread the passage. As you read, identify and list important facts and details from the passage onto the connecting circles. The facts and details should be about evergreens.

When students finish, have each student write an informative paragraph about evergreens, using the information they listed on the graphic organizer. Remind students to use correct spelling and punctuation and to use sentences that make sense. If time permits, have students present their paragraphs to the class.

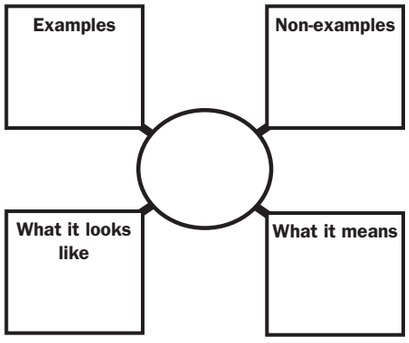
FLUENCY Explain to students that reading should sound like you are speaking. Read a paragraph modeling rate and accuracy.



After Reading (10 min.)

Vocabulary Support

Draw the following graphic organizer on the board.



Have students copy the graphic organizer on paper. Each student selects one of the vocabulary words and writes it in the center circle. Students then give examples of how to use the word, non-examples, what the word might look like, and what the word means in their own words.

15 min.

Extra Practice

FLUENCY PRACTICE

Timed Reading

Materials: Fluency Books

Distribute the Fluency Books.

1. **Quickly read the story to yourself and make sure you know all the words.**
2. **Tell your partner to start the timer and call "time" after 1 minute.**
3. **Read carefully and stop when your partner calls "time." Mark the place where you stopped.**
4. **Count the number of words you read.**
5. **In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.**
6. **Switch roles with your partner.**

WORD BUILDING

Word Families

Materials: letter squares and trays

Have students review past word families that they have studied. With a partner, students are to create new words using these families. The words must make sense and be spelled correctly. If possible, have dictionaries available for student use.

Word Works

5 min.

2-MINUTE WARM-UP

Inflectional Ending *-ed*

Write the ending *-ed* on the board. **We know that the ending *-ed* tells us that something happened in the past. That means it has already happened. When the base word is a verb that ends in *e*, we drop the *e* before adding the *-ed* ending.**

Write the following words on the board. Read the list of words with students. Then have students read the list of words quickly. Encourage students to identify which words have dropped the final *e* before the *-ed* ending was added.

rule—ruled	dress—dressed
name—named	ask—asked
respect—respected	open—opened
want—wanted	excite—excited
like—liked	change—changed

SOCIAL STUDIES CONNECTION

Tell students that, in the United States, the president is the head of the government. Have students brainstorm a list of facts that they know about the president. List these on the board or an overhead.

Advanced Word Study (5 min.)

Introduce Root: *spec*

Write *spec* on the board. **This word part is a root. A root can be changed by adding a prefix or suffix. Say the sound of this root.** (/spek/) ***Spec* means "to see or look at."** Write the word *inspect* on the board. Underline the base word *spec*. **What is the complete word?** (inspect) **The word *inspect* means "to view closely."** Write this sentence on the board: *The detective inspected the room for clues.* Discuss the meaning of *inspect*.

Write the remaining words in the box on the board. Underline the root of the first word. **What is the root?** (spec) **What is the word?** (prospect) Use the word in a sentence: **The miner was excited by the *prospect* of finding gold.** Discuss the meaning of *prospect*. Continue this procedure with the remaining words in the box.

inspect	prospect	spectacles	spectator
respect	aspect	speculate	

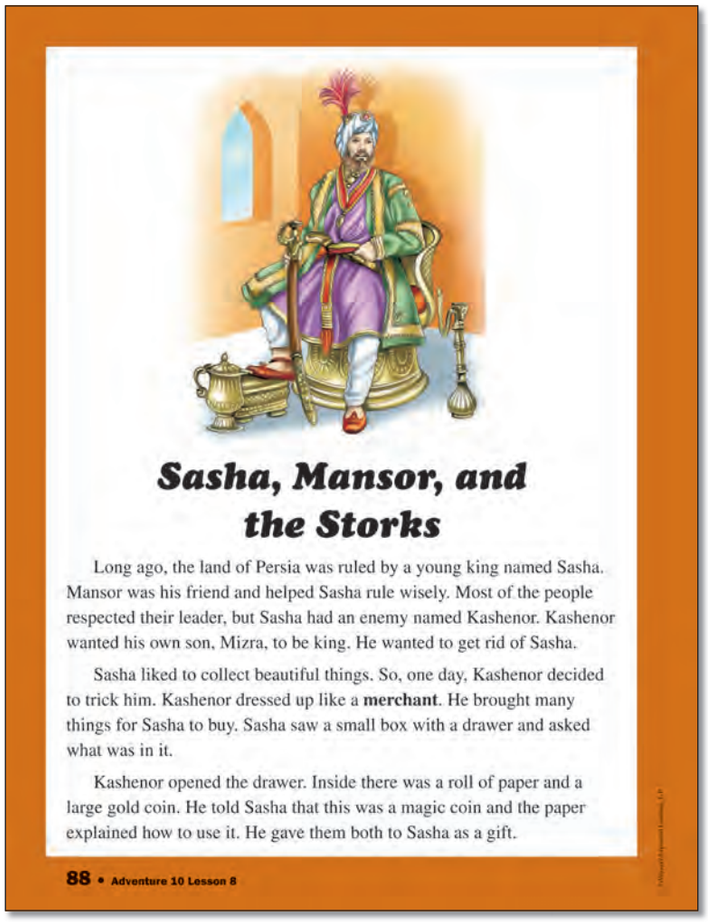
RETEACH Write the words in the box on the board. Ask students to copy the list and circle the base word in each word they wrote. Use each word in a sentence, having a volunteer point on the board to the word you used. Present the words in sentences in random order.

ELL ENGLISH LANGUAGE LEARNERS

Teach in small groups, made of native and non-native English speakers. This will provide English Language Learners with multiple opportunities to hear good models of English and correct pronunciation of sounds. In addition, they will have more opportunities to practice and receive teacher feedback and support.

Read to Understand

25 min.



Sasha, Mansor, and the Storks

Long ago, the land of Persia was ruled by a young king named Sasha. Mansor was his friend and helped Sasha rule wisely. Most of the people respected their leader, but Sasha had an enemy named Kashenor. Kashenor wanted his own son, Mizra, to be king. He wanted to get rid of Sasha.

Sasha liked to collect beautiful things. So, one day, Kashenor decided to trick him. Kashenor dressed up like a **merchant**. He brought many things for Sasha to buy. Sasha saw a small box with a drawer and asked what was in it.

Kashenor opened the drawer. Inside there was a roll of paper and a large gold coin. He told Sasha that this was a magic coin and the paper explained how to use it. He gave them both to Sasha as a gift.

88 • Adventure 10 Lesson 8

Before Reading (5 min.)

Previewing Text

In this lesson, we will read a folktale. A folktale is a story that has been told for a long time among many people. Usually these tales are told aloud. It wasn't until much later that people began to write these stories.

What do you already know about folktales? (Answers will vary.)

Have students turn to Student Book page 88. **Before we read this passage, we need to preview it.** Have students skim the text to make predictions about this passage. List predictions on the board, asking students to explain which features of the passage they found most helpful in making their predictions.

Vocabulary Introduction

Before we read, we need to learn some of the words that we will find in this passage. Write the list of vocabulary words on the board. Read the words to students, pointing to each word as it is read. **Read the words with me.** Point to each word and say the word and its meaning. Say the meaning of a word and ask students to identify the vocabulary word it goes with. Then use the word in a sentence. Repeat the process with all the vocabulary words.

Vocabulary

merchant	a person who buys or sells goods **The *merchant* was selling fresh fish at the market.**
language	sounds and written symbols people use to talk to one another **He spoke a *language* she had not heard before.**
figure	explain **The detective used the clues to *figure* out who stole the necklace.**
giggled	laughed **The children *giggled* as they watched the cat chase its tail.**
memory	something remembered from the past **The party last week was a distant *memory* by the time school started.**

RETEACH Write the words in the box on the board. Ask partners to work together to write two sentences for each word. Invite partners to share their sentences with the class.

The paper had unusual writing on it. Sasha could not read the **language**. He gave it to his wise men to **figure** out. When they told Sasha what it said, he became excited.

"Mansor, this tells a magic word that will let us become any animal!" Sasha said to his chief helper.

"Can we turn back into men afterward?" asked Mansor.

Sasha said, "Yes. All we have to do is repeat the magic word and bow to the east three times. However, if we laugh when we are animals, we will forget the magic word."

Mansor and Sasha decided to become storks. They both held the large gold coin and said "Mutabor" together. Suddenly, they changed into birds. They could fly! As they watched the stiff movement of other storks, they **giggled**. When they giggled, they forgot the word.

Adventure 10 Lesson 8 • 89

Sasha and Mansor flew over the palace. They were surprised to see Kashenor and Mizrah acting like rulers. "We have to go back," Sasha said angrily. But they had laughed away the **memory** of the magic word.

Sasha and Mansor did not know what to do. They thought they would never be men again. They flew to a large evergreen cedar tree to rest when a loud screech startled them. When they turned to look, they saw a large owl in the tree.

"I am so happy you're here," said the large owl. "I'm Naja, the daughter of the king of India. Kashenor put a spell on me until I could find someone to marry."

"Kashenor tricked us as well," said Sasha. "I will marry you but first we must turn back into people. How will we do that?"

Naja said, "We can listen to see if Kashenor will brag about what he has done. It's possible he will say the magic word. Then we can use it to turn back into people."

And that is just what happened. When Sasha and Mansor changed back into men they went back to the palace and put Kashenor and Mizra in prison.

Sasha kept his promise and married Naja. They lived happily ever after and Sasha ruled his kingdom wisely.

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During Reading (15 min.)

Summarization

Before we read, there are a few names that we need to be familiar with. Write *Sasha*, *Kashenor*, *Mizra*, and *Mansor* on the board. Say the names, pointing to each one as you read it. Have students repeat the names. **These are the names of the main characters in this passage. There is one more word that we need to know.** Write *Persia* on the board, saying the word aloud. **At one time, a long time ago, the country that we know as Iran was called Persia.**

Have students read the passage individually or with a partner. Remind students to use context clues, word parts, and resources to help them with words they may not know.

Summarizing helps us recall and organize the most important information we have read. By summarizing, we also show that we understand what we read. A good summary includes the main ideas of a passage.

Read the first page aloud.

Let's use the W–I–N strategy to determine the main idea of this first page.

- ***Who* or *what* is most important in this text?** (Sasha, Mansor, Kashenor, Mizra)
- **What is the most important information about these characters?** (Sasha was the ruler of Persia, Mansor was his friend, and Kashenor was his enemy; Kashenor wanted his son, Mizra, to be ruler instead.)

A possible main idea for this page is *Sasha was the ruler of Persia but his enemy, Kashenor, wanted to get rid of him.*

Repeat the process with the remaining pages of the passage.

Page 2:

W: Sasha, Mansor, the magic coin

I: the magic coin turned them into storks

N: Sasha and Mansor used the magic coin to turn themselves into storks but forgot the word that would change them back.

Page 3:

W: Naja, Sasha, Kashenor, Mizra

I: Naja helped Sasha and Mansor turn back into humans; Kashenor and Mizra went to prison.

N: Naja helped them turn back into humans and Sasha sent Kashenor and Mizra to prison.

We can summarize what we have read by combining the main ideas. If we combine the main ideas from these three pages, the summary will sound like:

Sasha was the ruler of Persia but his enemy, Kashenor, wanted to get rid of him. Sasha and Mansor used the magic coin to turn themselves into storks but forgot the word that would change them back. Naja helped them turn back into humans and Sasha sent Kashenor and Mizra to prison.

Now, let's complete it with additional words or phrases that will make it easier to understand.

Use the following summary as a guide. Suggested additional words and phrases are not italicized.

Sasha was the ruler of Persia but his enemy, Kashenor, wanted to get rid of him. Sasha and Mansor were tricked into *using the magic coin to turn themselves into storks but* they *forgot the word that would change them back. Naja helped them turn back into humans* by finding out the magic word *and Sasha sent Kashenor and Mizra to prison.*

FLUENCY Model fluent reading for students. Have them practice fluent reading by repeating each sentence after you read it.

After Reading (5 min.)

Drawing Conclusions

We have read the passage and summarized it as a class. Use clues from the text and what you already know to answer this question.

The author stated that Sasha ruled the land of Persia. What does this mean? *Comprehension* (Sasha was the king so he had complete control over his kingdom.)

Allow students to share additional ideas about the story.

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Creative Writing

In this story, Sasha changes from a person to a stork and back to a person. Invite students to write an essay that compares and contrasts being a bird to being a human. Suggest to students that they organize their ideas using a Venn diagram before writing their essay.

Word Works

5 min.

2-MINUTE WARM-UP

Spelling

Materials: write-on boards

You will spell words that you can read. Some letters in these words may not make the sounds you know. Write *listen* on the board. **Read the word *listen*.** (listen)

Now, spell *listen*. (l-i-s-t-e-n)

Cover the word.

Write *listen*. Pause while students write the word on their write-on boards.

Check it together. **Read the word.** Pause. **Say the letters you wrote.**

Uncover the word. **Does your word look like mine?** Have students correct the word if it is misspelled.

Now read the word again. Repeat with the words *listen, figure, fly, became, gave,* and *language*.

ASSESSMENT

Observe students as they complete the Reteach Blackline Master activity. Make a note of students who might need additional help before completing the Adventure Checkpoint.

Advanced Word Study (5 min.)

Review Root: *spec*

Write the word *respect* on the board. Use the word in a sentence: **What can you do to earn respect?** Have students repeat the question. Then have a volunteer answer the question, using a response that makes sense. Example: I can be kind to others to earn respect. Continue this procedure with the remaining words in the box.

respect	prospect	spectacles	spectator
inspect	aspect	speculate	

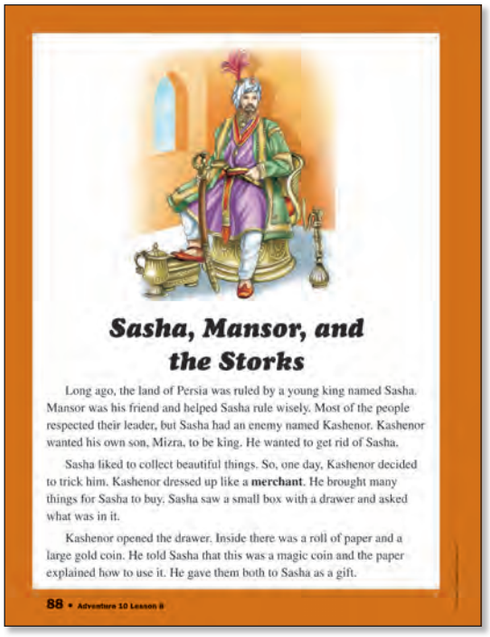
RETEACH Write the word *respect* on the board. Discuss its meaning. Ask students to use the word in a sentence. Follow the same procedure for the other words in the box.

ENGLISH LANGUAGE LEARNERS

Engage English Language Learners in many activities that force them to move back and forth between the phonological and the orthographic systems. Ask them to recognize the letter/sound if they have difficulty producing the sound. For example: Show the letters *m* and *t*. **Which letter makes the /m/ sound?** Or show the letter *m*. **Does this letter make the sound /m/ or /t/?**

Read to Understand

25 min.



Sasha, Mansor, and the Storks

Long ago, the land of Persia was ruled by a young king named Sasha. Mansor was his friend and helped Sasha rule wisely. Most of the people respected their leader, but Sasha had an enemy named Kashenor. Kashenor wanted his own son, Mizra, to be king. He wanted to get rid of Sasha.

Sasha liked to collect beautiful things. So, one day, Kashenor decided to trick him. Kashenor dressed up like a **merchant**. He brought many things for Sasha to buy. Sasha saw a small box with a drawer and asked what was in it.

Kashenor opened the drawer. Inside there was a roll of paper and a large gold coin. He told Sasha that this was a magic coin and the paper explained how to use it. He gave them both to Sasha as a gift.

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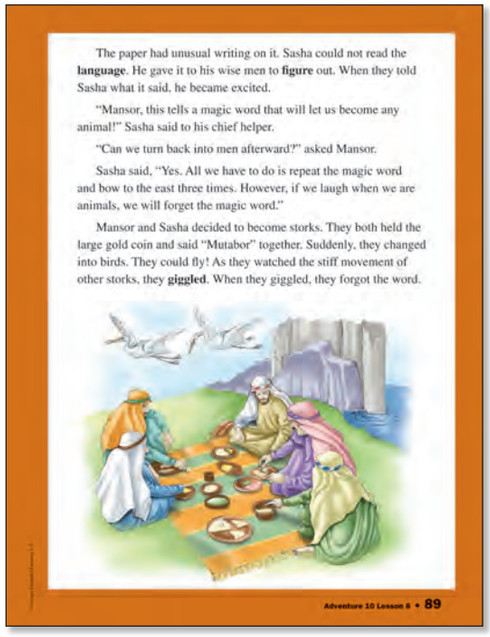


The paper had unusual writing on it. Sasha could not read the **language**. He gave it to his wise men to **figure** out. When they told Sasha what it said, he became excited.

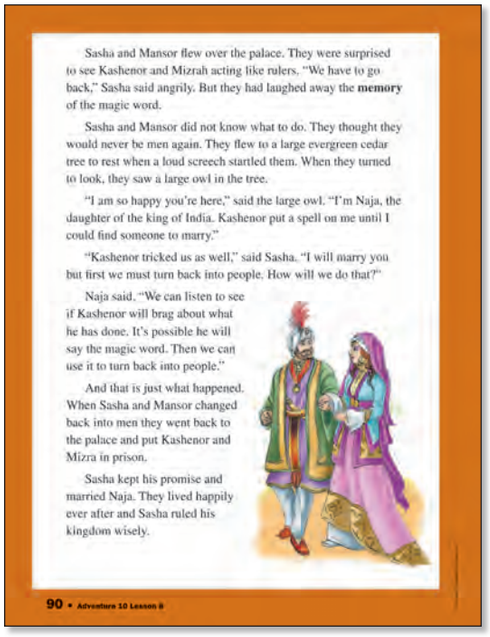
"Mansor, this tells a magic word that will let us become any animal!" Sasha said to his chief helper.

"Can we turn back into men afterward?" asked Mansor.

Sasha said, "Yes. All we have to do is repeat the magic word and bow to the east three times. However, if we laugh when we are animals, we will forget the magic word."

Mansor and Sasha decided to become storks. They both held the large gold coin and said "Mutabor" together. Suddenly, they changed into birds. They could fly! As they watched the stiff movement of other storks, they **giggled**. When they giggled, they forgot the word.

Adventure 10 Lesson 9 • 89



Sasha and Mansor flew over the palace. They were surprised to see Kashenor and Mizrah acting like rulers. "We have to go back," Sasha said angrily. But they had laughed away the **memory** of the magic word.

Sasha and Mansor did not know what to do. They thought they would never be men again. They flew to a large evergreen cedar tree to rest when a loud screech startled them. When they turned to look, they saw a large owl in the tree.

"I am so happy you're here," said the large owl. "I'm Naja, the daughter of the king of India. Kashenor put a spell on me until I could find someone to marry."

"Kashenor tricked us as well," said Sasha. "I will marry you but first we must turn back into people. How will we do that?"

Naja said, "We can listen to see if Kashenor will brag about what he has done. It's possible he will say the magic word. Then we can use it to turn back into people."

And that is just what happened. When Sasha and Mansor changed back into men they went back to the palace and put Kashenor and Mizra in prison.

Sasha kept his promise and married Naja. They lived happily ever after and Sasha ruled his kingdom wisely.

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Before Reading (10 min.)

Self-Monitoring: Generating Questions

Explain to students that before they read they should ask questions to see what information they can gather about the topic. Model how to ask these questions.

- **What can I learn about this passage by reading the title?** (character names; It has something to do with storks.)
- **What can I learn from the pictures?** (This is a story about a king. There are two storks in the story. There is a wedding at the end of the story.)

Vocabulary Review

Write the list of words on the board. Have students write the words in their vocabulary logs. Write the words on strips of paper. Have students pick a strip out of a box or bag. Then ask them to use the word on the strip in a sentence. Be sure there are enough words for everyone.

Vocabulary

merchant a person who buys or sells goods
The woman bought shoes from a new *merchant.*

language sounds and written symbols people use to talk to one another
She learned to speak her grandmother's *language.*

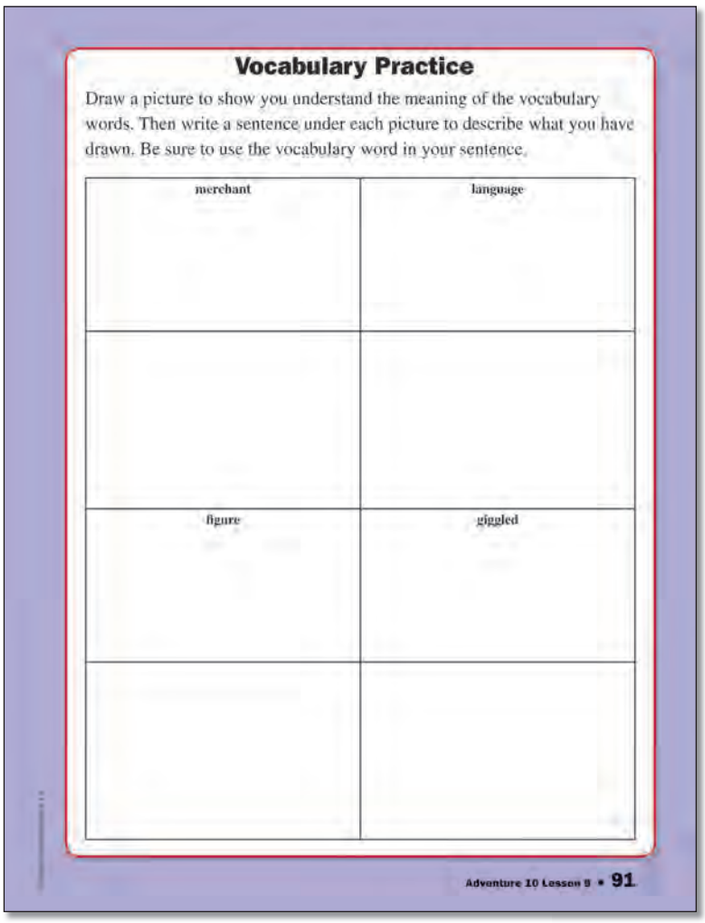
figure explain
I am going to *figure* out how to solve this math problem.

giggled laughed
We *giggled* when Fred told us a joke.

memory something remembered from the past
Our family's vacation last year is a pleasant *memory*.

Have students complete Student Book page 91 as a group, individually, or in pairs. Then encourage students to share their answers with the class. Review their responses.

RETEACH Have students locate each vocabulary word in the passage. Choral read the sentences using the words and look for context or word parts that might help them better understand the words. If possible, provide a dictionary, modeling how to look the word up and determining the word's meaning as it is used in the passage.



Vocabulary Practice

Draw a picture to show you understand the meaning of the vocabulary words. Then write a sentence under each picture to describe what you have drawn. Be sure to use the vocabulary word in your sentence.

merchant	language
figure	giggled

Adventure 10 Lesson 9 • 91

During Reading (10 min.)

Fix-Up Strategies

Remind students that good readers check their understanding of a passage as they read it. **When we read or reread a passage, we can:**

- ***Stop* and ask questions: *Does this make sense? Does this sound right?***
- ***Reread* the part that I don't understand at a slower pace for missed information.**
- ***Look* for things I recognize, like signal words, pictures, and headings.**
- ***Think* out loud about what I read and what I already know.**
- ***Check* for understanding by reading again.**

Have students turn to page 88 in their Student Book. Read the first page of the passage aloud. Have students ask questions to check their understanding. For example:

- **What type of things did Sasha like to collect?**
- **Why would Kashenor dress up like a merchant?**
- **Who does Kashenor want to rule Persia?**

Have students look at the illustrations in this passage. Have them tell you what things they recognize in the pictures. (Answers will vary.)

We can also reread parts of the passage that we did not understand or found confusing. Were there any parts of this passage that you reread because you did not quite understand what was happening? (Answers will vary.)

We can also think aloud about what we have read, comparing it to what we already know. Finally, we can read the passage again to check our understanding of the events that have taken place.

FLUENCY Partner students to have them take turns reading the paragraphs in the passage.

After Reading (5 min.)

Retelling

A good retelling will tell *who, what, where, when, why,* and *how*—if those questions are answered in the passage. Have students reread the passage independently. As they read, have students list the 5 *W*'s and *H* questions that will help them retell the passage. Then invite volunteers to retell what the passage is about.

RETEACH Use Reteach Blackline Master page 59 to provide additional support or practice in retelling by using the 5 *W*'s and *H* questions.

15 min.

Extra Practice

FLUENCY PRACTICE

Read with Expression

Materials: Fluency Books

Explain to students that good readers use expression when reading. Model reading a sentence using good expression. Have partners reread the Fluency Books to each other using good expression so that their reading sounds like natural speech.

WRITING IN RESPONSE TO READING

Creative Writing

Have students pretend that they can be king (or queen) for a day. Remind students that kings are rulers that have to make important decisions and solve all kinds of problems. Have students write a story that tells about their day as king.

Adventure Checkpoint

30 min.

PROGRESS MONITORING

Progress Monitoring measures are additional Vital Indicators of Progress (VIP) probes used to monitor progress on the key indicators as measured by Reading Connected Text (RCT). These quick probes can be administered on a biweekly basis for struggling students or monthly for emerging students. Refer to the Assessment Teacher's Guide for appropriate measures for targeted skills. Administer these at the end of each Adventure for struggling students and on a monthly (every other Adventure) basis for emerging students. Instructions for administration, scoring, and recording are located in the Assessment Teacher's Guide and Student Assessment Books.

These VIP measures provide data points to evaluate the response to instruction and intervention, thereby providing additional information to track student progress along the desired trajectory. If three data points fall consecutively below the trajectory, instructional adjustments should be made to elicit a faster rate of progress. Adjustments range from Reteach opportunities, Extra Practice, Adventure Centers, grouping, extended time, and changes to the instructional level.

Consider Reteach activities and additional practice for students who are struggling by focusing on phonics skills for reinforcing basic, then advanced decoding strategies; building automaticity with sight words; and building fluency with repeated reading for students with low RCT scores.

Sewing Stories

By Cora Statler

Think about your life. Think about what is important to you. Think about what you want others to know about you. What would your life look like in pictures? How would you show it to others? 36

Long ago in Africa, people used cloth to tell stories. Quilts were like an unspoken language. People sewed pictures about things that happened. They used colored fabric to show how they lived. The cloth was a way for people to keep their history alive. 80

Quilts are made from many different pieces of cloth. Some pieces are cut from old clothes. Some pieces are scraps of new material. Each piece is chosen with care and helps to tell the story on the quilt. The pieces are joined together into something beautiful. 130

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Before Reading (5 min.)

Previewing Text

Have students turn to page 92 in the Student Book.

Remember to preview the passage before reading. Skim the text for subheadings and any special words or phrases. Use this information to think of what you might read in the text.

The African people used colorful pieces of cloth every day to make things like clothes. They learned to sew layers of cloth together to make quilts. Sometimes the quilts were designed with certain patterns. Quilts kept people warm and could be used to sleep on. Quilts made their homes colorful. The pictures on quilts showed messages. The quilts showed what people believed. Many quilts told the story of a person's life. 215

Beginning in the 1600s, many Africans were brought to America as slaves. They were forced to work for others. Many of them ran away from their jobs. They needed to find a safe place. African women made quilts to be helpful. The quilts sent a message. They showed pictures of places that were safe. Africans trying to be free looked for the quilts. The quilts told them where to go for safety. 289

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Most of the Africans lived in the South. They worked on large farms. They had to work very hard. Sometimes families had to live separately from each other. Even young children had to work hard. Mothers taught their children to sew. Children learned to make quilts. 335

Making a quilt was a group event. Southern women admired the quilts that the African women made. They listened to the stories the Africans told as they sewed. American women learned how to make quilts, too. They told their own stories as they worked. Their quilts told the stories of their lives. 387

African women made some quilts for the farm families. Other quilts were for their own families. Many quilts stayed in the families for generations. This is how a family passed its memories down to its children. 422

The African people in America became free. Their quilts tell many stories of sadness and of hope. The colors and shapes show their history. The beauty of the quilts appeals to many people. 456

Today, quilts are thought of as art. Some of the very old quilts are now treasures. 472

If you made a quilt, what would it look like? What would it say about you? What story would it tell about your life? 496

Words per Minute _____

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Read the test-taking tip and the instructions for the assessment aloud to students. Make sure that students understand the instructions. Remind students that they will co independently.

Test-Taking Tip

Read the question. Identify key words in the question. Skim the passage, looking for the key words. Remember that key words are the place to start searching for the correct answer. However, it is important to remember that using key words is only one of many test-taking strategies.

During Reading (10 min.)

Have students read the passage independently.

Adventure Checkpoint

Comprehension Assessment

Read "Sewing Stories" to answer the following questions. Circle the letter of the best answer.

Summarization

1. Which of these is the best summary of Paragraph 3?
   A. Quilts are made from many different pieces of material that are carefully chosen.
   B. Some of the pieces of material used to make a quilt come from scraps of new material.
   C. Different pieces of cloth are carefully chosen and cut from old clothes to make a beautiful quilt.
   D. Quilts tell a story using carefully chosen scraps of material cut from pieces of old clothes or new fabric.

Facts and Details

3. Each square on a quilt . . .
   A. must be made by the same person.
   B. is made from the same type of material.
   C. must be cut from material that is the same color.
   D. may be a beautiful work of art.

Main Idea

2. What is the main idea of Paragraph 7?
   A. Making a quilt was a group event.
   B. Making a quilt was hard work.
   C. Only African women made quilts.
   D. African people in American became free.

Vocabulary: CPR

4. What is the meaning of *unspoken* in Paragraph 2?
   A. not true
   B. very old
   C. not spoken or said
   D. not interesting

Facts and Details

5. According to the passage, how did children learn to make quilts?
   A. Their fathers taught them.
   B. Their mothers taught them.
   C. They learned on their own.
   D. They took a class.

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Vocabulary Assessment

1. Which word means the same as *designed*?
   A. created
   B. sewed
   C. tricked
   D. grasped

2. What is the meaning of *separately* in Paragraph 6?
   A. away or apart from
   B. close to
   C. next door
   D. together

3. Which sentence uses the underlined word correctly?
   A. My grandmother learned our delicious dinner in the oven.
   B. Even though they are brothers, they live separately from one another.
   C. Jill smiled when she learned the letter from her grandmother.
   D. The truck smoked when it broke down in the language of the road.

4. What is the meaning of *memories* in Paragraph 7?
   A. things found on a farm
   B. things that are unimportant
   C. things remembered fom the past
   D. things that have a pattern

5. What is the meaning of *helpful* in Paragraph 5?
   A. tools
   B. quiet
   C. food
   D. useful

In Response

How would someone make a story quilt? Be sure to use details from the passage to support your answer.

Possible response: To make a story quilt, the person would select important people, places, and events from his or her life. The quilt maker would cut and sew scraps of material from old clothes or new fabric to make pictures. Then the person would sew the pictures together to make the quilt.

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After Reading (10 min.)

After students read the passage, have them answer the questions in the Comprehension Assessment and Vocabulary Assessment on Student Book pages 95 and 96. For the In Response item, be sure they use details from the passage to support their answer.

FLUENCY Have students reread the passage or do a 1-minute timed reading. Instruct students to use the word count at the end of each paragraph and record their words per minute at the end of the passage.

Adventure Wrap-Up (2 min.)

Spend 1 or 2 minutes talking with students about the Adventure topic *Tales Through Time*. Ask students to discuss new things they learned in the reading. Ask them which passage was their favorite and why.

Have students turn to their Adventure Checkpoint Map to track their own progress. Allow students who participated in the Adventure and are moving toward proficiency in reading to stamp their Adventure Checkpoint Map with the *Voyager Passport* stamp. Celebrate the completion of an Adventure. Students can earn additional stamps if their fluency rate has increased by two or more words since the last measurement.

Home Connection (3 min.)

Distribute Home Connection Blackline Master page 60 and briefly review the words and passage with students. Have students reread the passage or excerpt on the page. Have students reread the passage to family members and friends at home.

ENGLISH LANGUAGE LEARNERS

Monitor English Language Learners' understanding frequently through alternative responses like matching or pointing to a letter, word, or picture.

RETEACH

For students who answered less than half of the questions correctly, use one or more of the following suggestions for reteach opportunities. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Discuss the correct answers to each question and refer students to the passage as needed.
- Clarify any confusing vocabulary words that might have led to the incorrect response.
- Use the Reteach Blackline Masters for Lessons 1–9 to provide additional opportunities to practice key skills.
- Reteach specific lesson components with no more than three students to increase opportunities to respond and provide immediate feedback.

INDEPENDENT PRACTICE

For students who answered more than half of the questions correctly, have them complete one of the following suggestions for independent practice:

- A Fluency Timed Reading on the Lesson 10 passage to monitor their fluency progress
- One or more of the Adventure Centers located at the end of each Adventure
- Rereading passages and retelling the passage to each other

Adventure Centers

Adventure Centers provide additional opportunities for students to review and extend learned skills. The activities may be completed as a small group, with partners, or individually. Review the activities, selecting those that would benefit your students at this time.

FLUENCY

What's the Genre?

Demonstrate reading styles appropriate to various genres.

1. Select several passages with a range of genres from this and previous Adventures. Review the reading styles appropriate to the genres selected.
2. **Student 1: Choose a passage from the selection and read it aloud to your partner, using the appropriate style.**
3. **Student 2: Identify the genre and provide reasons for your choice.**
4. **Partners switch roles and repeat.**

WORD STUDY

Build a Word

Combine sound components to build new words.

Materials: letter squares

1. **Select the letter combinations *au, aw, ch, igh, kn, qu, ue, ur, wh, wr* from the letter squares and place them facedown.**
2. **Draw a letter combination square.**
3. **Make as many words as possible using the square you selected and write them on your paper.**
4. **Share your lists with the group.**

VOCABULARY

Word Map

Use context clues to determine word meanings.

Materials: Fluency Books, write-on boards

1. **Select three to five words from your Fluency Book with which you are not very familiar.**
2. **Draw a separate word map for each word. Write the vocabulary word in the center of the word map and use your Fluency Book to figure out the meaning of the word.**
3. **Complete the map by adding words associated with the vocabulary word.**

The Voyager online reading program provides additional opportunities for your students to build fluency, vocabulary, and comprehension skills independently. Use classroom computers to set up a Technology Adventure Center for your students.

LISTENING AND SPEAKING

What's the Big Idea?

Listen and speak to gain and share information.

1. Review the W–I–N strategy.
2. **Choose a passage from a previous Adventure.**
3. **Read it aloud to your partner.**
4. **Using the W-I-N strategy, listening partners say what the passage was mostly about.**
5. **Switch roles and repeat.**

WRITING

My Tale

Write using narrative text features.

1. Briefly review the key elements of narrative text (i.e., plot, setting, character).
2. **Review some of the stories in this Adventure and write your own folktale.**
3. **Remember to use plot, setting, and character in your story.**
4. **Turn in your work.**

SOCIAL STUDIES CONNECTION

From Grimm to Disney

Compare the same narrative as it appears in different cultures and times.

Materials: library sources

1. Provide students with a copy of a Grimm's fairy tale that has been remade by Disney—Cinderella, Sleeping Beauty, etc. Make sure that at least some students in the group are familiar with the Disney version.
2. **Read the Grimm's fairy tale aloud, alternating paragraphs.**
3. **Then compare and contrast the Grimm's tale to the Disney version of the story. What's alike? What's different? Is there a difference in the theme or main idea of the stories?**

Adventure 11

Beyond the Stars

Adventure at a Glance

Lesson 1

Word Works
Introduce Root: *port*

Read to Understand
Previewing Text
Building Background Knowledge
Reading for Prosody
Drawing Conclusions

Extra Practice
Fluency: 3 Read
Writing in Response to Reading

Lesson 2

Word Works
Review Root: *port*

Read to Understand
Generating Questions
Retelling
Author's Purpose
Text Connections

Extra Practice
Fluency: Timed Reading
Vocabulary

Lesson 3

Word Works
Introduce Root: *form*

Read to Understand
Previewing Text
Fix-Up Strategies
Main Idea
Summarization

Extra Practice
Fluency: 3 Read
Writing in Response to Reading

Lesson 4

Word Works
Review Root: *form*

Read to Understand
Generating Questions
Fix-Up Strategies
Summarization
Retelling

Extra Practice
Fluency: Read with Expression
Writing in Response to Reading

Lesson 5

Adventure Checkpoint
Quick Check
Advanced Word Study
Vocabulary Check
Comprehension Check
Fluency: Timed Reading
Home Connection

Lesson 6

Word Works
Introduce Root: *tract*

Read to Understand
Previewing Text
Self-Monitoring
Rereading and Clarifying Ideas
Fix-Up Strategies
Reading for Accuracy and Rate

Extra Practice
Fluency: 3 Read
Vocabulary

Lesson 7

Word Works
Review Root: *tract*

Read to Understand
Activating Prior Knowledge
Text Connections
Retelling
Author's Purpose
Fix-Up Strategies

Extra Practice
Fluency: Timed Reading
Writing in Response to Reading

Lesson 8

Word Works
Introduce Root: *rupt*

Read to Understand
Previewing Text
Main Idea
Summarization

Extra Practice
Fluency: 3 Read
Writing in Response to Reading

Lesson 9

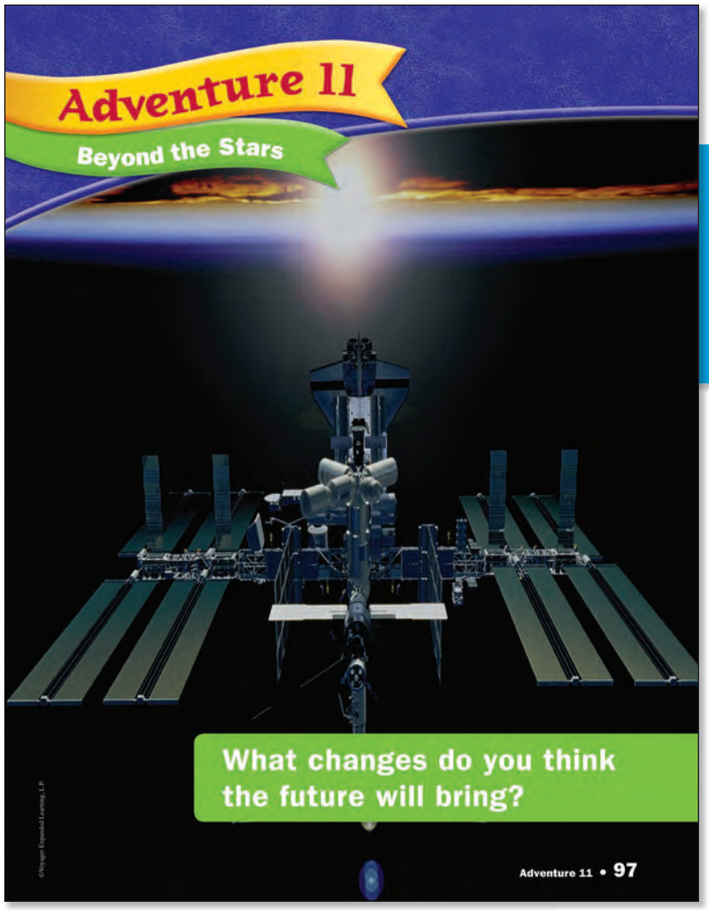
Word Works
Review Root: *rupt*

Read to Understand
Generating Questions
Vocabulary: Words with Multiple Meanings
Fix-Up Strategies
Vocabulary: Context Clues

Extra Practice
Fluency: Read with Expression
Vocabulary

Lesson 10

Adventure Checkpoint
Progress Monitoring
Comprehension Assessment
Vocabulary Assessment
In Response
Fluency: Timed Reading
Adventure Wrap-Up
Home Connection



Adventure Starter

Building Background Knowledge

The title of this Adventure is *Beyond the Stars*. Did you know that many of NASA's inventions for exploring space have made their way into everyday life? Pre-cooked, freeze-dried foods solved the problem of how to feed astronauts on long-term missions. CAT scans, which are now used to see inside our bodies, were first used to get clearer pictures of the moon.

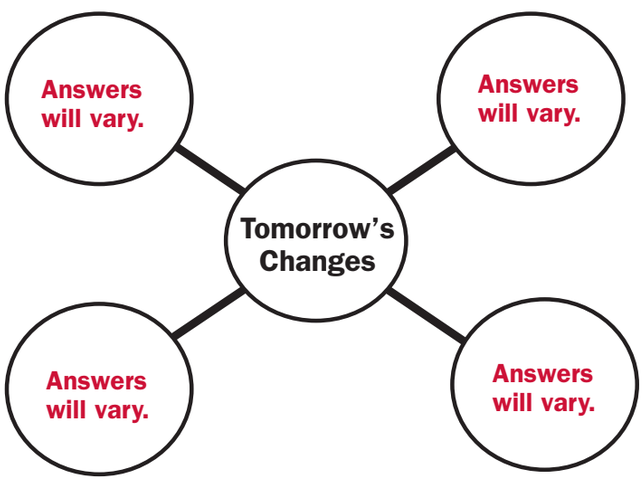
Probing Question

What changes do you think the future will bring?

Ask the probing question.

Let's brainstorm some ideas about how things we use today could change in the future. Athletic shoes have changed a lot. Now some feature flashing lights that help runners stay visible in the dark.

Draw the graphic organizer on the board. Write *Tomorrow's Changes* in the center oval. Guide students in brainstorming ideas of everyday items that might change in the future. List their ideas on the concept web. (Suggestions: cars that can fly instead of driving on wheels; shots that don't use needles; smart homes, etc.)



Science Connection: Exploring the Future of Science and Culture

Word Works

5 min.

2-MINUTE WARM-UP

Words with *oo*

Write the letters *oo* on the board. **We know that these letters make the sound /ü/ as in *moon* and /u̇/ as in *look*. What sounds do *oo* make?** (/ü/ as in *moon*; /u̇/ as in *look*)

Write the words *cool, room, soon, good, look,* and *foot* on the board. Read the list of words with students. Then have students read the list of words quickly. Encourage students to try both sounds when they read unknown words with *oo*.

SCIENCE CONNECTION

Collect classroom and library materials about space, the space station, and the planets. Have students take notes about the environment in space and how people can live in the space station for extended periods of time.

Advanced Word Study (5 min.)

Introduce Root: *port*

Write *port* on the board. **This word part is a root. A root can be changed by adding a prefix or suffix. Say the sound of this root.** (/port/) Write the word *transport* on the board. Underline the root *port*. **What is the complete word?** (transport) **The word *transport* means "to carry from one place to another."** Write this sentence on the board: *We used a train to transport the supplies.* Discuss the meaning of *transport*.

Write the words in the box on the board. Underline the root of the first word. **What is the root?** (port) **What is the word?** (transportation) Use the word in a sentence for students: ***Trains, cars, boats, and planes are different kinds of transportation.*** Discuss the meaning of *transportation*. Continue this procedure with the other words.

transportation	export	portfolio
import	portable	passport

RETEACH Refer to the words on the board. Ask students to copy the list and circle the root in each word they wrote. Use each word in a sentence, having a volunteer student point on the board to the word you used. Present the words in sentences in random order.

ENGLISH LANGUAGE LEARNERS

Teach in small groups, made of native and non-native English speakers. This will provide English Language Learners with multiple opportunities to hear good models of English and correct pronunciation of sounds. In addition, they will have more opportunities to practice and receive teacher feedback and support.

Read to Understand

25 min.

The Space Hotel

By Cecila Summers

Narrator: It's time for the Smith family to go on vacation. This year their father has decided to go somewhere very different. Tad knew it was going to be different when they boarded a spaceship to be **transported** to the Mars Hotel. They are making their first trip to a space hotel.

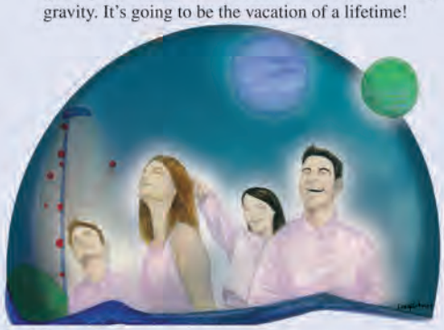
Cast of Characters
- Lisa Smith
- Tad Smith
- Mr. Smith
- Mrs. Smith

Lisa: Dad, what will our hotel be like?

Mr. Smith: You saw the pictures. We'll have very nice rooms, and we'll have a living room with a large window so we can **view** Earth.

Tad: I'll have so much fun because there's a huge water playroom and all kinds of games. Does the hotel really spin slowly in space?

Mrs. Smith: Yes it does. The spinning helps the hotel create fake **gravity**. In some places of the hotel there will be very little gravity. It's going to be the vacation of a lifetime!



98 • Adventure 11 Lesson 1

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Before Reading (5 min.)

Previewing Text

Have students turn to page 98 in the Student Book. **Today we begin a new adventure and we have a new passage to read. Before we read, what do we do?** (skim the passage and make predictions)

Have students skim the passage with a partner and make a prediction together. As you write the predictions on the board, ask students to explain what features they found most helpful when making their predictions.

In this Adventure, we will read a play about a family's vacation. Discuss the features show this is a play: a cast of characters and character names by their lines.

Vocabulary Introduction

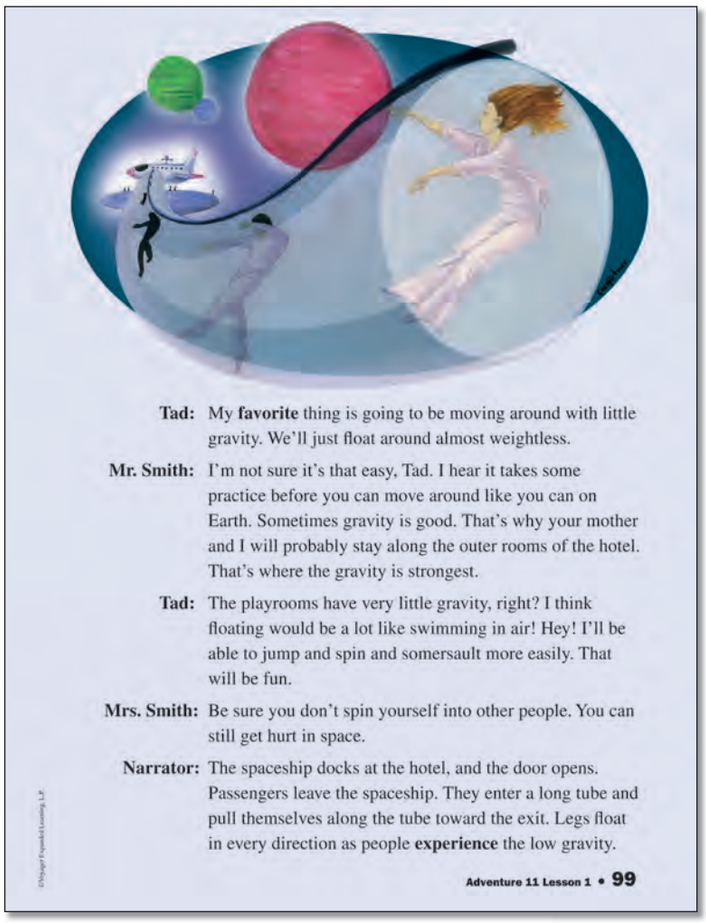
Before we read, there are some words that we need to know in order to understand what we are reading. Write the list of vocabulary words on the board. Read the words to the students, pointing to each word as it is read. **Read the words with me.** Point to each word and say the word and its meaning.

What is the word meaning "carried from one place to another"? (transported) **Let's see how *transported* is used in a sentence.** Read the sentence aloud to the students. Repeat the process with the reaming words.

Vocabulary

transported	carried from one place to another **In the past the space shuttle *transported* materials to build the space station.**
view	to look at **Astronauts *view* Earth from inside the space shuttle through its small windows.**
gravity	a force that holds or pulls things **There is so little *gravity* in space that it is almost as if there isn't any.**
favorite	liked best **If I went into space I think my *favorite* part would be to see all the stars.**
experience	something that happens to you **Going into space would be an *experience* that not many of us will have.**

One of our vocabulary words is *gravity*. What do you know about *gravity*? (Answers will vary.) **Remember, gravity is a force. It can move things or help things stay in one place. There is very little gravity in space, and people who live in space must be careful. If someone weren't careful and dropped something in a space hotel, what can you conclude might happen?** (It could float around; it might break something.)



Tad: My **favorite** thing is going to be moving around with little gravity. We'll just float around almost weightless.

Mr. Smith: I'm not sure it's that easy, Tad. I hear it takes some practice before you can move around like you can on Earth. Sometimes gravity is good. That's why your mother and I will probably stay along the outer rooms of the hotel. That's where the gravity is strongest.

Tad: The playrooms have very little gravity, right? I think floating would be a lot like swimming in air! Hey! I'll be able to jump and spin and somersault more easily. That will be fun.

Mrs. Smith: Be sure you don't spin yourself into other people. You can still get hurt in space.

Narrator: The spaceship docks at the hotel, and the door opens. Passengers leave the spaceship. They enter a long tube and pull themselves along the tube toward the exit. Legs float in every direction as people **experience** the low gravity.

Adventure 11 Lesson 1 • 99

Narrator: Soon, the family is together in their hotel room. Mrs. Smith anchors herself to a chair. The children are eager to go play. Mr. Smith puts the suitcases in the bedrooms.

Lisa: I want to play Dodge-Blob. I wonder what it will be like to throw blobs of water at Tad. What happens when they hit?

Tad: They splatter into a million tinier water blobs! I bet the rules are difficult to learn.

Mrs. Smith: I think Dad and I will be happy to stare out the window for a while. Earth is so beautiful, and space is so big!

Mr. Smith: The stars look close and cold. There isn't any air between us and them, so they don't seem to twinkle as they do from Earth.

Tad: Lisa and I will check out the other things to do. I hope they have badminton! Can you imagine playing badminton in low gravity?

Mrs. Smith: Tomorrow we'll explore the hotel, and we'll all play badminton. Today, you two children go play in the water and enjoy yourselves.

Mr. Smith: Badminton should be interesting to play in such low gravity. So far, everything is interesting in space!

100 • Adventure 11 Lesson 1

During Reading (15 min.)

Building Background Knowledge; Reading for Prosody

This passage is very different from the others we have read. This passage is a play. A play identifies the speaking parts of each character and has been written to present in a theater, on the radio, or even on television. Usually actors or actresses are hired as the characters. They learn their speaking parts, or memorize them, and actually act out the events that take place. A play is a kind of narrative text. The setting for this passage is in outer space. This type of narrative is called a science fiction story. That means it has a setting in the future or on a distant world.

Have students turn to page 98 and follow along as you choral read the first page. Be sure to alter your tone of voice as you switch between characters.

Now, let's begin again, only this time, let's all read together. Be sure to read at a good rate, not too fast and not too slow. Also, you need to pause between speakers as well as change your voice to indicate a change in speaker.

Listen to assess levels of fluency as students read chorally.

Now that we have finished the play, what do you think about the story? (Answers will vary.) Verify students' predictions before asking the following questions.

- **Do you think it would be fun to have a vacation in space?** (Answers will vary.)
- **What other types of sports activities could you do in space?** (Answers will vary.)
- **If you had a chance to take a vacation in space, would you? Explain why or why not.** (Answers will vary.)

Some people believe there is no gravity in space, but no matter where you are in space, there is some gravity. It just isn't very much and scientists know that if they can create a spin in an object, such as a large hotel of the future, it will create gravity.

FLUENCY Model reading one sentence, then have students reread, modeling how to read at the same rate and with the same expression. Repeat with several sentences.

RETEACH Read the first page of the passage quickly with no expression, inflection, or pauses. Ask students how that sounded. If they were hearing the passage for the first time, would they have understood it as well? Then, read the first page with fluency and have students model your rate and inflection.

After Reading (5 min.)

Drawing Conclusions

An author does not always include every fact and detail in a passage or play. Sometimes we need to draw conclusions from the passage by using what we already know and what we are reading.

The author doesn't say when this play takes place, but he or she does give clues. What is the setting in this play? *Knowledge* (a hotel in space) **What do you know about hotels in space?** *Knowledge* (There aren't any.)

Based on what you know and what you have read in the play, when do you think this play takes place? *Comprehension* (in the future) **What conclusions can you draw about Tad?** *Synthesis* (that he has not been in space before; that he likes the low gravity)

Drawing conclusions is one way we can be stronger and better readers.

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allowing your partner to answer. Then, tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Creative Writing

Students are to pretend that they are visiting a space hotel for their vacation. When they go to dinner, they get a menu and it has some very unusual food on the list. Have students work in pairs to create a menu for the hotel.

What types of food would it serve? How will the food be served in low gravity?

Word Works

5 min.

2-MINUTE WARM-UP

Sight Words

Write the words *I'll, fly, inside, able, direction, legs* and *themselves* on the board. Have students read the list. As students read chorally, circle any words students hesitate on or read incorrectly.

Review the circled words by having students spell, then read. Have students read the list again.

ASSESSMENT

Have individuals list on paper the 5 *W*'s and *H*, then fill in each one with the information from the passage on page 98. Then have students use that information to write a short retelling of the passage. Collect the papers and determine which students would benefit from additional practice of retelling and identifying the 5 *W*'s and *H* in a passage.

SOCIAL STUDIES CONNECTION

On the board, write the title *Transportation* above a two-column chart with the headings *Today* and *Tomorrow*. Have students brainstorm a list of the types of transportation used today, as you write them in the chart under the heading *Today*. Ask students to imagine what transportation might be like in the future. List their ideas in the chart under the heading *Tomorrow*.

Advanced Word Study (5 min.)

Review Root: *port*

Write the word *transport* on the board. Use the word in a sentence: **What kinds of things can you *transport*?** Have students repeat the question. Then have volunteers answer the question, using a response that makes sense. (Possible answer: Vegetables can be transported from a farm to a market.) Repeat the process with the remaining words in the box.

transport	import	export
portable	portfolio	passport

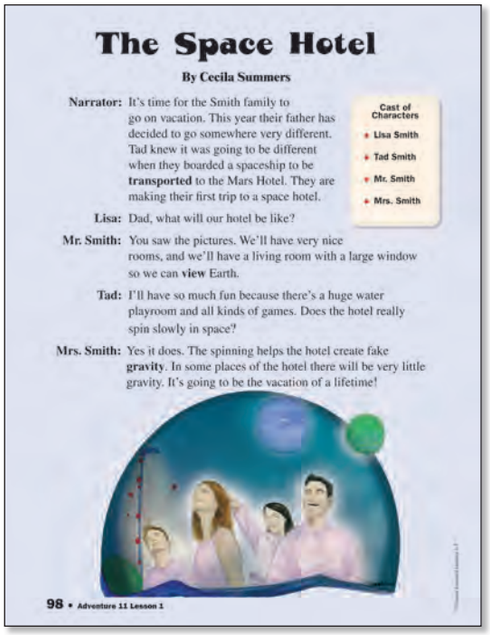
RETEACH Use Reteach Blackline Master page 61 to provide additional support or practice with the base word *port*.

TEACHER TIPS

Create a chart of base word parts to display in the classroom. List the word part, such as *port*, and provide some examples of words in which the word part is used. Continue to add to the list as students learn and identify word parts in other lessons.

Read to Understand

25 min.



The Space Hotel

By Cecila Summers

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Cast of Characters
- Lisa Smith
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Lisa: Dad, what will our hotel be like?

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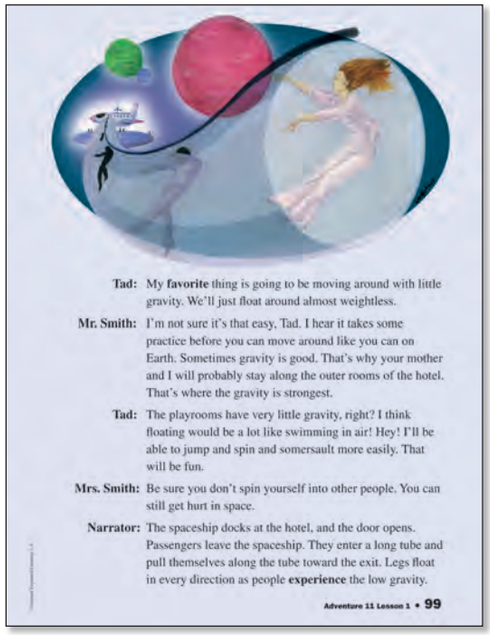
Tad: I'll have so much fun because there's a huge water playroom and all kinds of games. Does the hotel really spin slowly in space?

Mrs. Smith: Yes it does. The spinning helps the hotel create fake **gravity**. In some places of the hotel there will be very little gravity. It's going to be the vacation of a lifetime!

98 • Adventure 11 Lesson 1



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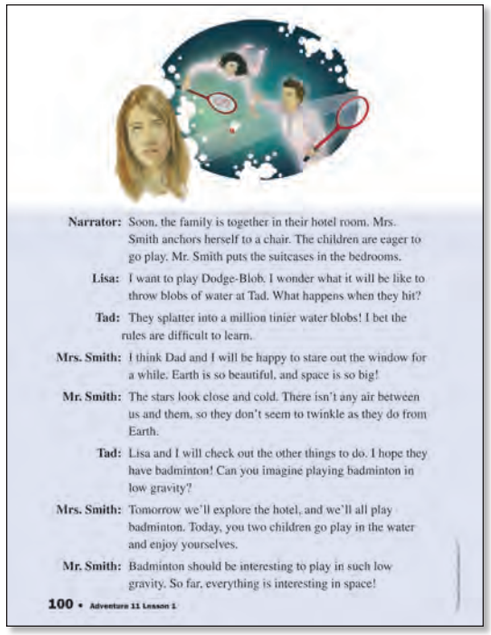
Adventure 11 Lesson 1 • 99



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Mr. Smith: Badminton should be interesting to play in such low gravity. So far, everything is interesting in space!

100 • Adventure 11 Lesson 1

Before Reading (5 min.)

Generating Questions

Have students turn to Student Book page 98. Explain to students that before they read, they should ask questions to see what information they can gather about the topic. Model how to ask these questions:

What can I learn about this play by reading the title? (the topic: space hotel)

What can I learn from the cast of characters? (who will be in the play; how many people)

What can I learn from the pictures? (who the play is about; where the play takes place; what happens in the play)

Vocabulary Review

Write the list of words on the board. Have students write the words in their vocabulary logs. **I will say a sentence with a blank in it. You need to fill in the blank with a vocabulary word. Once we know what word best completes the sentence, we will say the sentence together.** Example: **The children can _____ the stars through a telescope.** (view) Continue until all the vocabulary words have been used.

RETEACH Have students pick a word from the board. Ask them to say a sentence using the word. Have students take turns writing their sentence on the board. Read the sentences chorally.

Vocabulary

transported	carried from one place to another **The spaceship *transported* the hotel visitors from Earth to the hotel.**
view	to look at **Tad's parents were able to *view* the stars from their hotel room.**
gravity	a force that holds or pulls things **With low *gravity* in space, people can float and spin.**
favorite	liked best **Lisa's *favorite* game in space was Dodge-Blob.**
experience	something that happens to you **Tad will hopefully have a good *experience* playing basketball in low gravity.**

During Reading (15 min.)

Retelling

Form four groups of students and assign either Narrator/Lisa, Tad, Mr. Smith, or Mrs. Smith to each group. Have students choral read their parts. Remind them to read fluently and with expression.

Have students turn to the first page of the play. **A good retelling will tell *who, what, where, when, why,* and *how*—if those questions are answered in that part of the passage.** Write *who, what, where, when, why,* and *how* words on the board.

Point to the *who*. **Who is in this play?** (Tad, Lisa, Mr. and Mrs. Smith) Write the answers on the board.

Continue to ask the remaining 5 *W*'s and *H*, writing student responses on the board.

Now that we have answered these questions, let's retell the passage. Have one group of students retell the passage based on the answers. Have the remaining groups of students listen to see if the retelling is complete and accurate. Rotate between the groups, giving each group a chance to retell.

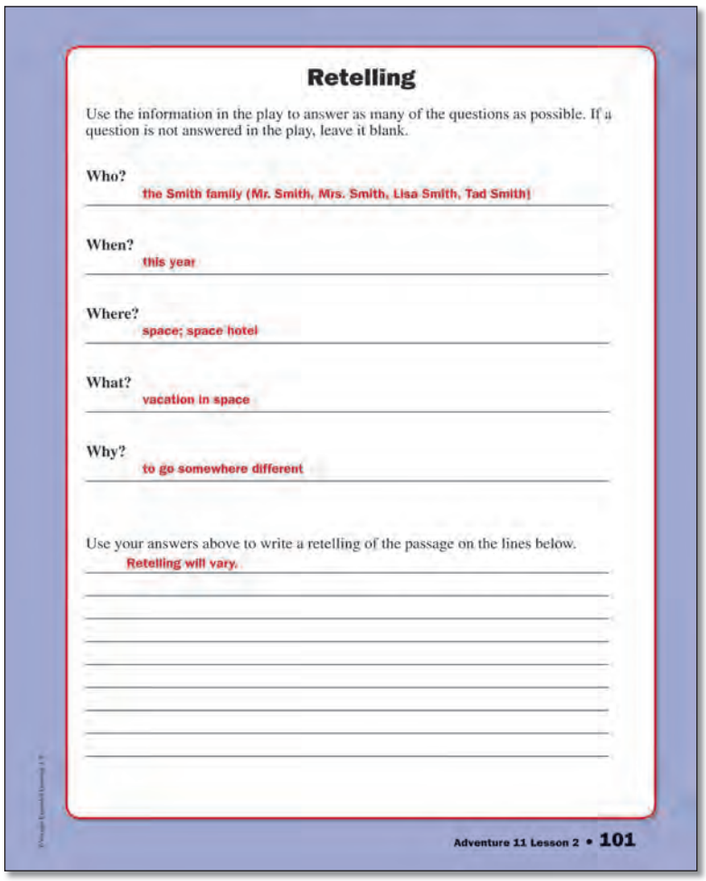
Have students complete page 101 in the Student Book with a partner.

RETEACH Have students work with a partner. Tell the partners to read the first page of the play together. Then have one student in each pair ask the 5 *W*'s and *H* while the other student answers. Then have the partners read the second page of the play. Have them change roles for the question-and-answer session.

ELL ENGLISH LANGUAGE LEARNERS

Teach in small groups, made of native and non-native English speakers. This will provide English Language Learners with multiple opportunities to hear good models of English and correct pronunciation of sounds. In addition, they will have more opportunities to practice and receive teacher feedback and support.

FLUENCY Choral reading can be used as one strategy to promote fluency. Reading with a group encourages students to read aloud as well as providing good models of English reading (i.e., pronunciation, intonation, and prosody).



Retelling

Use the information in the play to answer as many of the questions as possible. If a question is not answered in the play, leave it blank.

Who?
the Smith family (Mr. Smith, Mrs. Smith, Lisa Smith, Tad Smith)

When?
this year

Where?
space; space hotel

What?
vacation in space

Why?
to go somewhere different

Use your answers above to write a retelling of the passage on the lines below.
Retelling will vary.

Adventure 11 Lesson 2 • 101

After Reading (5 min.)

Author's Purpose; Text Connections

What would be an author's purpose for writing a play instead of another kind of narrative passage, such as a short story? (The author wanted to create something that would be entertaining for someone to perform.) **Plays are a source of entertainment and some people enjoy going to them.**

How do you think the author might feel about science fiction? (The author might like it because this play is science fiction.)

Science fiction is a type of story that has a setting in the future or on a distant world. Sometimes an author will use accurate facts and details about space in order to create a realistic setting for a narrative.

What other stories have you read that are science fiction? (Answers will vary.)

Have you read other plays? If so, what were they like? (Answers will vary.)

15 min.

Extra Practice

FLUENCY PRACTICE

Timed Reading

Materials: Fluency Books

Distribute the Fluency Books.

1. **Quickly read the story to yourself and make sure you know all the words.**
2. **Tell your partner to start the timer and call "time" after 1 minute.**
3. **Read carefully and stop when your partner calls "time." Mark the place where you stopped.**
4. **Count the number of words you read.**
5. **In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.**
6. **Switch roles with your partner.**

VOCABULARY

Parts of Words

Have students write the vocabulary words *gravity*, *favorite*, *transported*, and *experience* on slips of paper. Students then cut the words apart at the syllables and mix all the word parts together. They then time themselves to see how quickly they can rebuild the words. If time permits, have students repeat this process, trying to improve their time.

Word Works

5 min.

2-MINUTE WARM-UP

Two- to Three-Letter Words Ending in a Vowel

Write the words *try, be, so, no, the,* and *by* on the board. Read the list of words with students. Then have students read the list of words quickly. Point out that there is a vowel at the end of each word. Ask students to name the vowel at the end of each word. Draw a four-column chart with the headings *e, o,* and *y* on the board. Ask students to list the words under the appropriate heading on the chart. Have students reread the list, according to how they are grouped on the chart.

TEACHER TIPS

Create a chart of the Fix-Up Strategies to post in the classroom. Refer to it whenever students are going to read something new. Encourage students to create their own small chart of these strategies to refer to while in other classes or doing other reading assignments.

Advanced Word Study (5 min.)

Introduce Root: *form*

Write *form* on the board. **This word part is a root. A root can be changed by adding a prefix or suffix. Say the sound of this root.** (/form/) Write the word *transform* on the board. Underline the root *form*. **What is the complete word?** (transform) **The word *transform* means "to change how something looks."** Write this sentence on the board: *The artist transformed the piece of trash into a work of art.*

Write the words in the box on the board. Underline the root of the first word. **What is the root?** (form) **What is the word?** (perform) Use the word in a sentence for students: **The fifth-grade students will *perform* in the school play.** Discuss the meaning of *perform*. Continue this procedure with the other words in the box.

perform	inform	platform
reform	formation	formal

RETEACH Ask students to copy the list of words on the board and circle the root in each word they write. Use each word in a sentence, having a volunteer point to the word you used. Present the words in sentences in random order.

Read to Understand

25 min.

Interactive Art

Have you ever wished you could jump into a movie? Have you ever wanted to play music with your favorite musician? Would you like to add color to a painting? Now you can!

What Is Interactive Art?

This might sound like magic, but it is real. It is as real as it can be on a computer. It is called interactive art. Interact means "to act upon one another." Interactive art is when someone uses a computer to transform a work of art into something different or new. Because only a copy of the **original** art is being used, the original art is not damaged. The user just has fun changing how it looks.

Would a movie be better with a new ending? Change it. Would a song be better with more melody? Add your own. Would a painting be better with a different character? Make the person look the way you want. You can do all this using a computer.

102 • Adventure 11 Lesson 3

Before Reading (5 min.)

Previewing Text

Have students turn to page 102 in the Student Book. **During our last lesson we read a play set in the future. What type of narrative is that called?** (science fiction) **Today we will read a new passage but before we do, we need to preview it and make predictions.** Have students preview the passage independently. Then, list their predictions on the board. As you call on students for their predictions, ask them which features of the passage were most helpful to them in making their prediction.

In this lesson, we will learn about interactive art, which is art that people can change. Before we do, let's look at the words that are important for us to know when we read this passage.

Vocabulary Introduction

Write the list of vocabulary words on the board. Read the words to the students, pointing to each word as it is read. **Read the words with me.** Point to each word and say the word and its meaning.

What is the word meaning "something that is new, different, or fresh"? (original)

Let's see how *original* is used in a sentence. Read the sentence aloud to students.

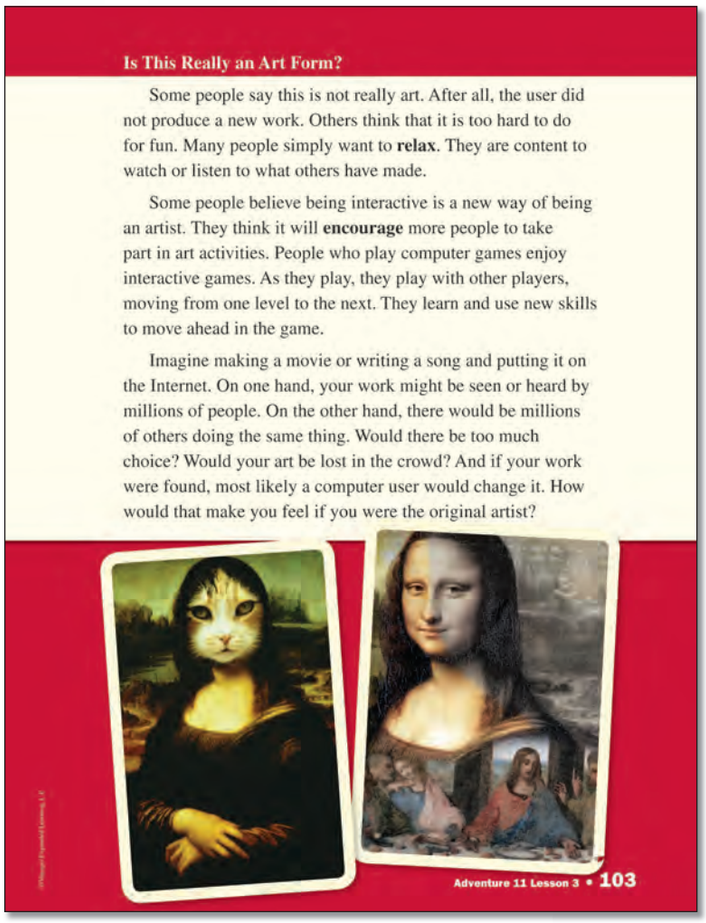
Vocabulary

original	something that is new, different, or fresh **My brother likes to create *original* works of art that are very different.**
relax	to feel calm and less worried **After work, my father likes to sit and *relax* before eating dinner.**
encourage	to give hope **My art teacher likes to *encourage* me to practice my skills.**
dismissed	forgotten **The actions of the neighbor's dog were *dismissed* when the neighbor apologized.**
curious	interested in something, wanting to know more **My sister is always *curious* about new stories and books about outer space.**

Repeat the procedure with the remaining words.

The vocabulary word *encourage* might be one that you have heard before. Other words in the same word family of *encourage* are *encouragement*, *encouraging*, and *encouraged*. Have you heard these words before? If so, where and in what context? (Answers will vary.)

RETEACH Choose one or two of the more difficult words and write them on the board. With students slowly say the words, drawing a line through the syllabic breaks in the word. Then use the word in a new sentence that supports the word's meaning as it is used in the passage.



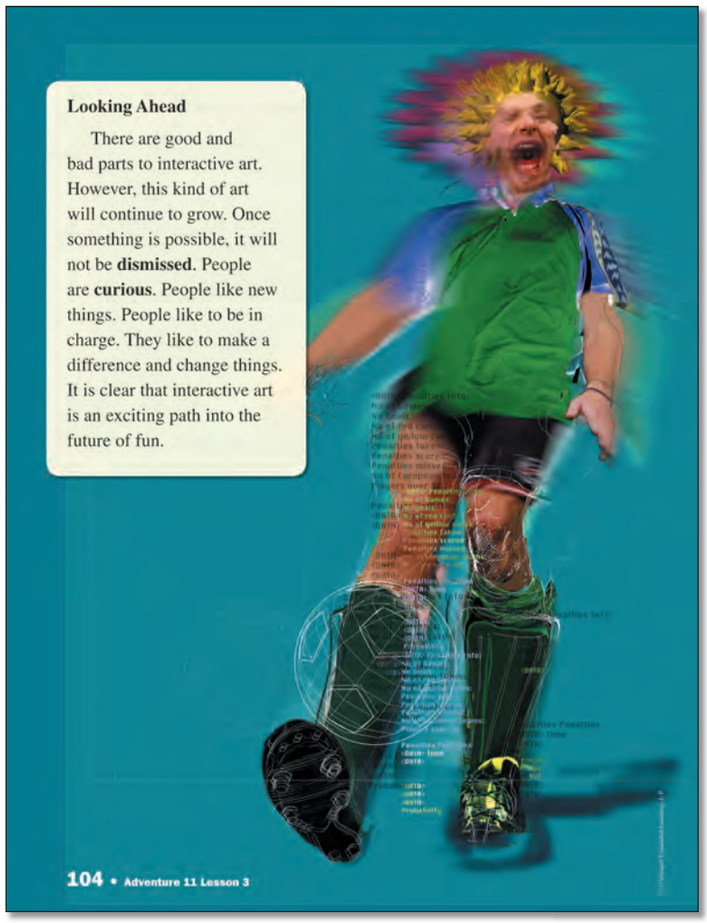
Is This Really an Art Form?

Some people say this is not really art. After all, the user did not produce a new work. Others think that it is too hard to do for fun. Many people simply want to **relax**. They are content to watch or listen to what others have made.

Some people believe being interactive is a new way of being an artist. They think it will **encourage** more people to take part in art activities. People who play computer games enjoy interactive games. As they play, they play with other players, moving from one level to the next. They learn and use new skills to move ahead in the game.

Imagine making a movie or writing a song and putting it on the Internet. On one hand, your work might be seen or heard by millions of people. On the other hand, there would be millions of others doing the same thing. Would there be too much choice? Would your art be lost in the crowd? And if your work were found, most likely a computer user would change it. How would that make you feel if you were the original artist?

Adventure 11 Lesson 3 • 103



Looking Ahead

There are good and bad parts to interactive art. However, this kind of art will continue to grow. Once something is possible, it will not be **dismissed**. People are **curious**. People like new things. People like to be in charge. They like to make a difference and change things. It is clear that interactive art is an exciting path into the future of fun.

104 • Adventure 11 Lesson 3

During Reading (15 min.)

Fix-Up Strategies

Before we begin this new passage, there are certain things we can do as we read to help us understand what we are reading. We can use Fix-Up Strategies. List the following strategies on the board.

- *Stop* and ask questions.
- *Reread* the part that I did not understand.
- *Look* for things I recognize.
- *Think* out loud about what I am reading.
- *Check* for understanding.

As you are reading, stop and ask questions about what you are reading. If it does not make sense, reread that part. Look for things you recognize. This might be a picture, a caption, or a word. As you read, think out loud about what you are reading. Then, check for understanding. If the passage is about robots in space, did you understand it?

Have students choral read the passage with a partner, practicing these strategies. Monitor student pairs, helping them with the strategies. You may wish to stop the class as a whole and model a particular skill if most students seem to be struggling with it.

Have students turn back to the first page of the passage, the section "What Is Interactive Art?"

What strategies did you use as you read these two paragraphs? (Answers will vary.)

The first time I read it, I reread the definition for the word *interact*. That was a new word for me so I wanted to be sure that I understood the word and how it is used.

Another strategy that I found helpful on my first reading of this passage was to stop and ask questions about what I am reading.

What questions did you ask? (Answers will vary.)

Using these strategies will help when you have a new passage to read. Just remember, *Stop, Reread, Look, Think,* and *Check*.

FLUENCY Explain to students that reading should sound like you are speaking your own words. Read a paragraph modeling rate and accuracy. Then, have students reread the same paragraph until they attain a pleasing rate and accuracy.

After Reading (5 min.)

Main Idea; Summarization

Assign each pair of students a paragraph from the passage. Then, using the W–I–N strategy, have students determine the main idea for their paragraph. Call on each pair of students to identify their paragraph and the main idea. List the main ideas on the board.

Remind students that combining main ideas creates a summary of the passage. **Sometimes we may have to add some words or phrases to make it sound better.**

Combine the main ideas into a summary statement of the passage. Ask students if it sounds right or if other words or phrases need to be added.

ELL ENGLISH LANGUAGE LEARNERS

Remember that English Language Learners are always doing twice the cognitive work because they are learning English, as well as learning new concepts and skills. Therefore, these students benefit from additional time to think and process information. Get in the habit of asking a question, waiting, and then providing a cue to let students know that they can respond.

15 min.

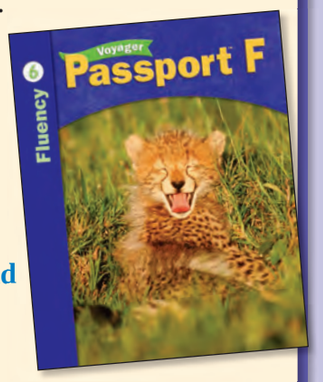
Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.



1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allowing your partner to answer. Then, tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Pre-Writing

Pretend that your art teacher is considering using interactive art as part of your class's art lessons. Write a letter to your art teacher to persuade him or her to introduce interactive art. How would your class benefit by learning about and using interactive art? Have students start a first draft of this letter. Tell students to include three reasons to explain why the class should be able to use interactive art. Remind them to support their reasons with details or examples.

Word Works

5 min.

2-MINUTE WARM-UP

Spelling

Materials: write-on boards

You will spell words that you can read. Say the word *feel*. (feel) **Say the sounds you hear in *feel*.** (/f/ /ē/ /l/) **Use the sounds you hear to write *feel*.** Pause while students write the word on their write-on boards.

Check the word together. **Read the word.** Pause. **Say the sounds you wrote.** Pause. **Now say the letters you wrote.** Pause.

Write the word on the board. **Does your word look like mine?** Have students correct the word if it is misspelled.

Now read the word again. Repeat with the following words: *person, produce, clear, believe, difference, possible.*

ASSESSMENT

Create a set of sight word cards on index cards. Assess individuals by having them read the words quickly to you. Determine which students would benefit from repeated exposure to and practice with selected sight words and have them practice at the end of a lesson.

SOCIAL STUDIES CONNECTION

Collect classroom and library materials about famous works of art. Have students look through them to identify specific works that they have seen before, creating a timeline of when a work was created, by whom, and where it is now.

Advanced Word Study (5 min.)

Review Root: *form*

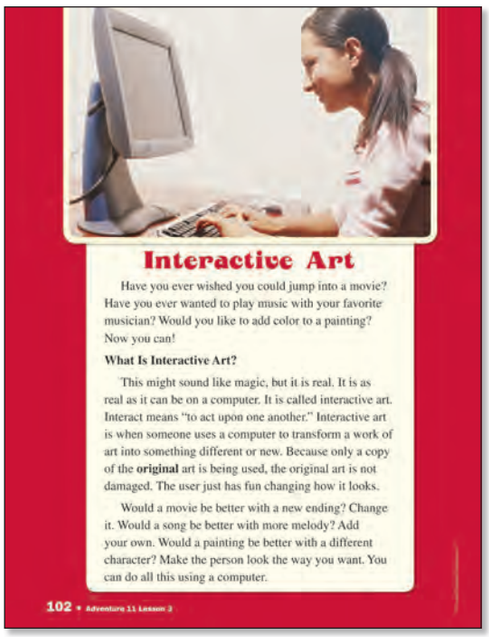
Write the word *transform* on the board. Use the word in a sentence: **Into what can you *transform* a piece of paper?** Have students repeat the question. Then have volunteers answer the question, using a response that makes sense. (Possible response: A piece of paper can be *transformed* into an airplane.) Repeat the process with the remaining words in the box.

transform	perform	reform	inform
formation	platform	formal	

RETEACH Write the words in the box on the board. Have students pick a word from the board. Ask them to write a sentence using the word. Have students take turns writing their sentence on the board. Read the sentences chorally.

Read to Understand

25 min.



Interactive Art

Have you ever wished you could jump into a movie? Have you ever wanted to play music with your favorite musician? Would you like to add color to a painting? Now you can!

What Is Interactive Art?

This might sound like magic, but it is real. It is as real as it can be on a computer. It is called interactive art. Interact means "to act upon one another." Interactive art is when someone uses a computer to transform a work of art into something different or new. Because only a copy of the **original** art is being used, the original art is not damaged. The user just has fun changing how it looks.

Would a movie be better with a new ending? Change it. Would a song be better with more melody? Add your own. Would a painting be better with a different character? Make the person look the way you want. You can do all this using a computer.

102 • Adventure 11 Lesson 3

Is This Really an Art Form?

Some people say this is not really art. After all, the user did not produce a new work. Others think that it is too hard to do for fun. Many people simply want to **relax**. They are content to watch or listen to what others have made.

Some people believe being interactive is a new way of being an artist. They think it will **encourage** more people to take part in art activities. People who play computer games enjoy interactive games. As they play, they play with other players, moving from one level to the next. They learn and use new skills to move ahead in the game.

Imagine making a movie or writing a song and putting it on the Internet. On one hand, your work might be seen or heard by millions of people. On the other hand, there would be millions of others doing the same thing. Would there be too much choice? Would your art be lost in the crowd? And if your work were found, most likely a computer user would change it. How would that make you feel if you were the original artist?

Adventure 11 Lesson 3 • 103

Looking Ahead

There are good and bad parts to interactive art. However, this kind of art will continue to grow. Once something is possible, it will not be **dismissed**. People are **curious**. People like new things. People like to be in charge. They like to make a difference and change things. It is clear that interactive art is an exciting path into the future of fun.

104 • Adventure 11 Lesson 3

Before Reading (5 min.)

Generating Questions

Have students turn to Student Book page 102. Explain to students that before they read they should ask questions to see what information they can gather about the topic. Model how to ask these questions:

- **What can I learn about this passage by reading the title?** (This will be about something fun.)
- **What can I learn from the headings?** (the main ideas: what interactive art is; why interactive art is or is not considered an art form)
- **What can I learn from the pictures?** (that computers are used to make interactive art; what some interactive art looks like)

Vocabulary Review

Before we reread the passage, let's review the vocabulary words. Write the list of words on the board. Have students write the words in their vocabulary logs. Then, read the sentences, leaving out the vocabulary words. Have students select the correct words to complete the sentences.

RETEACH Use Reteach Blackline Master page 62 to provide additional support or practice with vocabulary. Read the instructions and incorrect sentences with students. Have students work with a partner to correct the sentences. Then encourage students to share their responses with the class.

Vocabulary

original something that is new, different, or fresh
She heard that the new band has a very *original* and unusual sound.

relax to feel calm and less worried
After taking a hard test, he likes to *relax* by taking a nap.

encourage to give hope
The coach would *encourage* his team to do their best, even when losing.

dismissed forgotten
Before she told her parents she had lost the change, her father had *dismissed* it and told her not to worry.

curious interested in something, wanting to know more
Little children can be very *curious* about everything around them.

ENGLISH LANGUAGE LEARNERS

Monitor English Language Learners' understanding frequently through alternative responses like matching or pointing to a letter, word, or picture.

During Reading (10 min.)

Fix-Up Strategies; Main Idea

During the last lesson we practiced Fix-Up Strategies on this passage. Good readers check their understanding of a passage as they read it. How would you check to be sure you understood what you have just read? (rereading, self-correcting, summarizing, questioning whether the text makes sense, searching for cues)

Read the first two paragraphs of the passage aloud. Have students tell you questions they could ask to check their understanding. (Possible reaponse: What are these paragraphs about?)

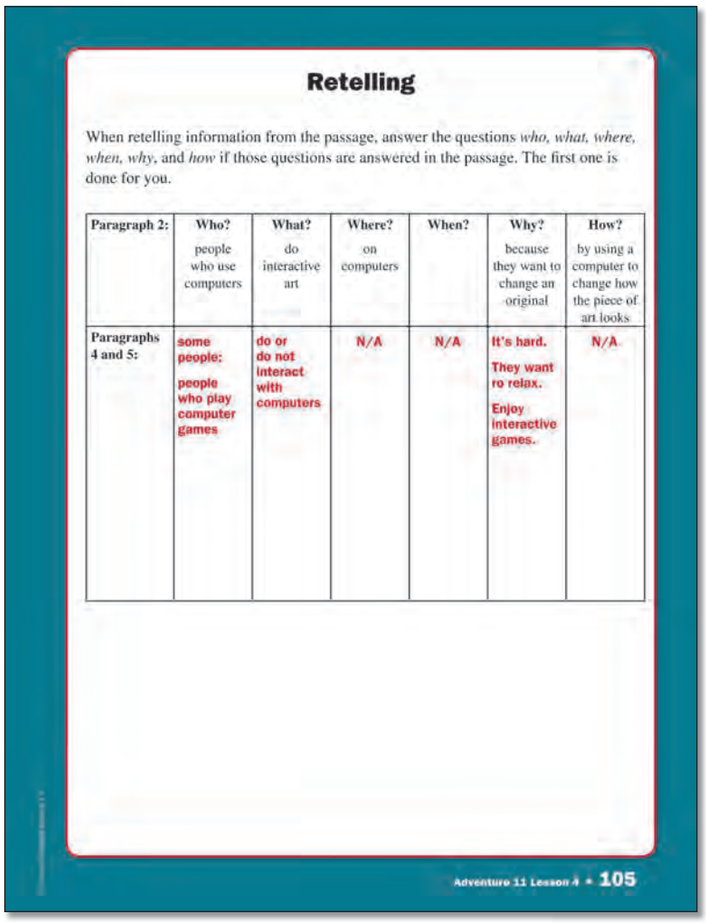
Read the heading above the second paragraph. Point out how the heading gives clues to what the next part of the passage will be about.

Have students reread the second paragraph chorally.

- **What are the steps we would take to summarize this paragraph?** (Use the W–I–N strategy.)
- **What is the most important *who* or *what* of this paragraph?** (interactive art)
- **What is the most *important information* in this paragraph?** (A computer is used to change a copy of artwork.)
- **What is the main idea of this paragraph in the least *number* of words?** (Interactive art is a copy of artwork that is changed using a computer.)

Have students finish reading the passage independently and select a word from the passage that is new to them or that they find interesting. Have them add the words to their vocabulary logs.

FLUENCY Explain to students that reading should sound like you are speaking. Read a paragraph, modeling rate and accuracy. Then, have students repeat the paragraph to a partner, taking turns reading fluently and with expression.



Retelling

When retelling information from the passage, answer the questions *who, what, where, when, why,* and *how* if those questions are answered in the passage. The first one is done for you.

Paragraph 2:	Who?	What?	Where?	When?	Why?	How?
	people who use computers	do interactive art	on computers		because they want to change an original	by using a computer to change how the piece of art looks
Paragraphs 4 and 5:	some people; people who play computer games	do or do not interact with computers	N/A	N/A	It's hard. They want ro relax. Enjoy interactive games.	N/A

Adventure 11 Lesson 4 • 105

After Reading (10 min.)

Retelling

A good retelling will tell *who, what, where, when, why,* and *how*—if those questions are answered in the passage. Have students reread the first two paragraphs of the passage independently. Then invite volunteers to retell what each paragraph is about. Show students how to underline the important details in the second paragraph.

Be sure the details you underline answer the 5 *W*'s and *H* if these questions are answered in this section of the passage. Follow this same procedure for the other paragraphs of the passage.

Have students complete Student Book page 105 as a group, individually, or in pairs. Review their responses.

15 min.

Extra Practice

FLUENCY PRACTICE

Read with Expression

Materials: Fluency Books

Explain to students that good readers use expression when reading. Model reading a sentence using good expression. Have partners reread a passage in the Fluency Books to each other using good expression so that their reading sounds like natural speech.

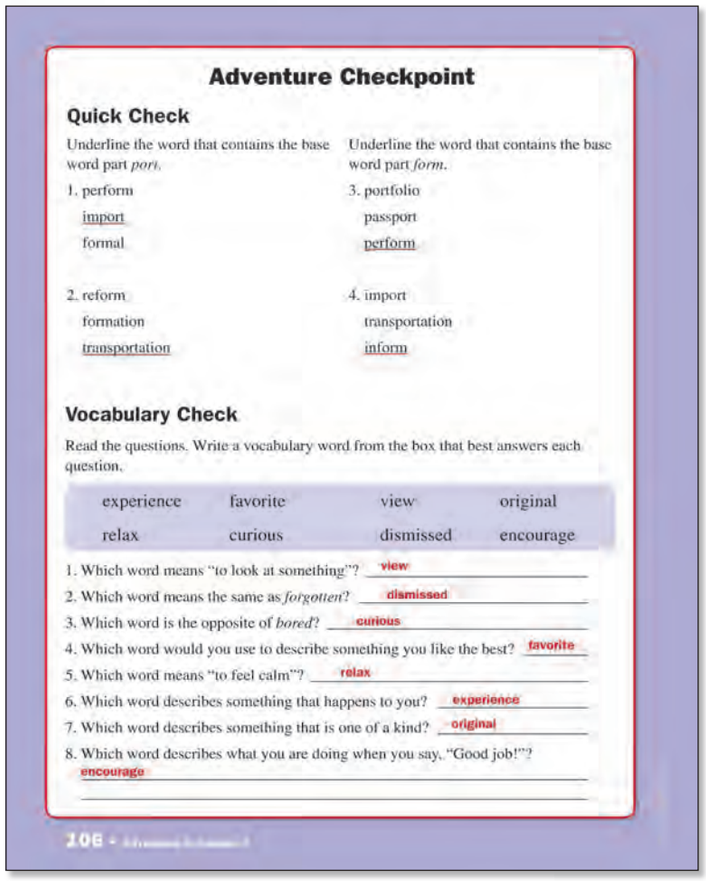
WRITING IN RESPONSE TO READING

Informative Writing

Complete the writing of the persuasive letter to your art teacher by correcting spelling, sentences, and content. Ensure that you have included three reasons to explain why the class should be able to use interactive art, supporting your reasons with details and examples.

Adventure Checkpoint

30 min.



Adventure Checkpoint

Quick Check

Underline the word that contains the base word part *port*.

1. perform
   import
   formal

2. reform
   formation
   transportation

Underline the word that contains the base word part *form*.

3. portfolio
   passport
   perform

4. import
   transportation
   inform

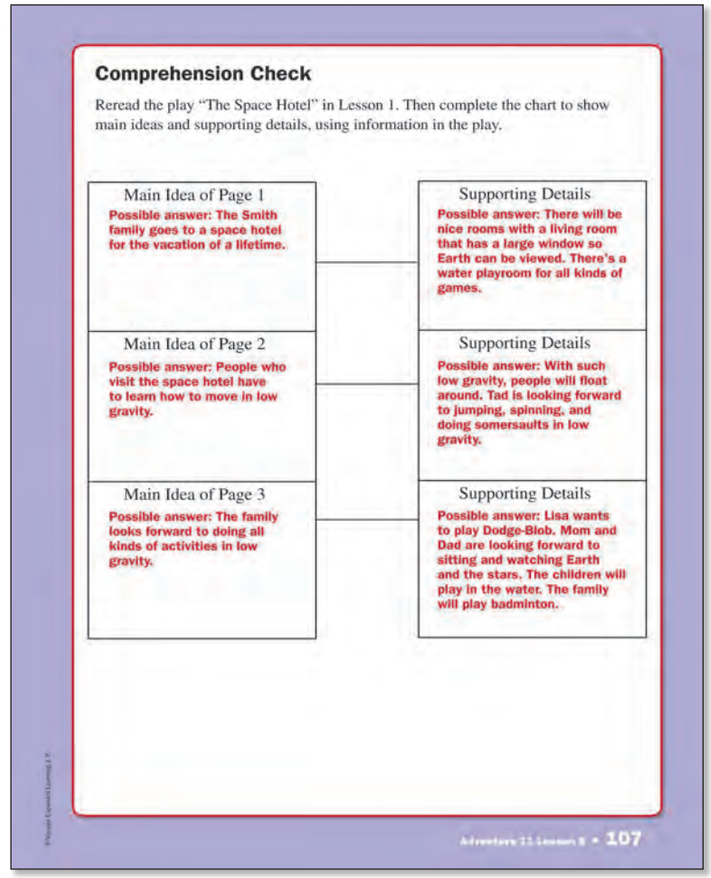
Vocabulary Check

Read the questions. Write a vocabulary word from the box that best answers each question.

experience	favorite	view	original
relax	curious	dismissed	encourage

1. Which word means "to look at something"? view
2. Which word means the same as *forgotten*? dismissed
3. Which word is the opposite of *bored*? curious
4. Which word would you use to describe something you like the best? favorite
5. Which word means "to feel calm"? relax
6. Which word describes something that happens to you? experience
7. Which word describes something that is one of a kind? original
8. Which word describes what you are doing when you say, "Good job!"? encourage

106 •



Comprehension Check

Reread the play "The Space Hotel" in Lesson 1. Then complete the chart to show main ideas and supporting details, using information in the play.

Main Idea of Page 1	Supporting Details
Possible answer: The Smith family goes to a space hotel for the vacation of a lifetime.	Possible answer: There will be nice rooms with a living room that has a large window so Earth can be viewed. There's a water playroom for all kinds of games.
Main Idea of Page 2	**Supporting Details**
Possible answer: People who visit the space hotel have to learn how to move in low gravity.	Possible answer: With such low gravity, people will float around. Tad is looking forward to jumping, spinning, and doing somersaults in low gravity.
Main Idea of Page 3	**Supporting Details**
Possible answer: The family looks forward to doing all kinds of activities in low gravity.	Possible answer: Lisa wants to play Dodge-Blob. Mom and Dad are looking forward to sitting and watching Earth and the stars. The children will play in the water. The family will play badminton.

Adventure 11 Lesson 5 • 107

Quick Check (5 min.)

Work with students to complete the activity on page 106 in the Student Book. Explain the meaning of the roots *port* and *form* and have students identify the words containing those roots.

Vocabulary Check (10 min.)

Have students complete the activity with a partner. Explain that words will be matched to definitions.

Comprehension Check (10 min.)

Have students read the play in Lesson 1, "The Space Hotel." Use the Comprehension Check activity on page 107 in the Student Book to review the comprehension skills taught in Lessons 1–4.

Students will reread "Interactive Art" on page 102 with a partner, then complete a timed reading.

FLUENCY Have students reread the passage with a partner. After partners have read the passage together, have them do a timed reading of the passage.

- Student 1 reads aloud to student 2 who follows along and corrects as needed.
- At the conclusion of 1 minute, student 1 marks where he or she stopped.
- Student 2 reads aloud to student 1, who follows along and corrects as needed.
- At the conclusion of 1 minute, student 2 marks where he or she stopped.
- Students count the total number of words read.
- Students write their score on the Fluency Chart located in the back of the Student Book.

Home Connection (5 min.)

Distribute Home Connection Blackline Master page 63 and briefly review the skills students have learned in this Adventure. (roots: port, form)

ELL ENGLISH LANGUAGE LEARNERS

Choral reading can be used as one strategy to promote fluency in English Language Learners. Reading with a group encourages students to read aloud and provides good models of English reading (pronunciation, intonation, and prosody).

RETEACH

If students do not demonstrate proficiency in skills and strategies taught in Lessons 1–4, provide additional instruction using one or more of the following suggestions. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Reteach specific lessons in a one-to-one setting or pairs to provide an increased number of opportunities for multiple responses and correction procedures.
- Include more modeling and additional support in the reteach.
- Use the Reteach Blackline Masters for Lessons 1–4 to provide additional systematic instruction on the key skills.

INDEPENDENT PRACTICE

For students who demonstrate proficiency, have them complete one or more of the following activities:

- One or more of the Adventure Centers located at the end of this Adventure
- Rereading previously read passages with partners and retelling the passages to each other

Word Works

5 min.

2-MINUTE WARM-UP

Words with *ay*

Write the letters *ay* on the board. **We know that these letters can make the sound /ā/ as in *play*. What sound does *ay* make?** (the long *a* sound)

Write *always*, *way*, *stay*, *today*, *may*, *ray*, *hay*, and *gray* on the board. Read the list of words with students. Then have students read the list of words quickly. Have volunteers come to the board and underline *ay* in the words you have listed.

TEACHER TIPS

If a wall chart of base words has been created, continue to add to the list. Refer to the list often and encourage students to create their own list that they can use in other classes.

SOCIAL STUDIES CONNECTION

Collect classroom and library materials about the history of healthcare through the years. If the Internet is available, you may wish to pre-select Web sites for students to use in gathering information. Have students work in groups to create a timeline of major medical breakthroughs over the years.

Advanced Word Study (5 min.)

Introduce Root: *tract*

Write *tract* on the board. **This is a root. A root is the word before a prefix or suffix is added. Say this root.** (/trakt/) Write the word *contracted* on the board. Underline the root *tract*. **What is the root?** (tract) **What is the prefix?** (con-) **What is the inflectional ending?** (-ed) **What is the complete word?** (contracted) **If you have *contracted* an illness, you have caught it.**

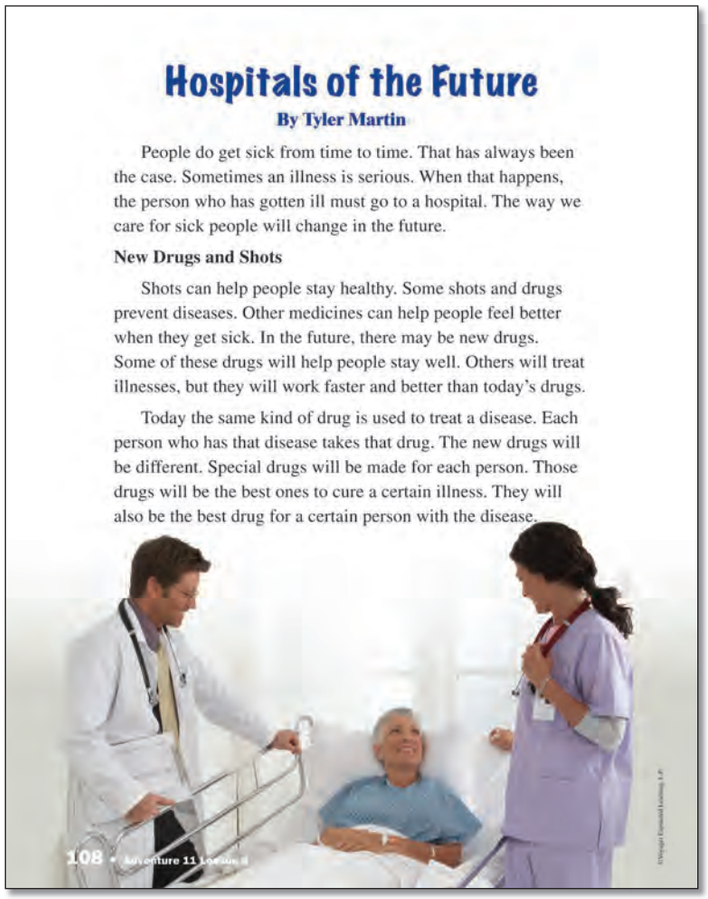
Write the words in the box on the board. Underline the root of the first word. **What is the root?** (tract) **What is the whole word?** (attract) **Now I will use *attract* in a sentence: These flowers will *attract* hummingbirds.** Invite a volunteer to use *attract* in a sentence. Continue the activity with the remaining words in the box.

attract	extract	retract	distract
subtract	tractor	detract	

RETEACH Ask students to copy the list of words on the board and circle the root in each word they write. Use each word in a sentence, having a volunteer point to the word you used. Present the words in sentences in random order.

Read to Understand

25 min.



Hospitals of the Future

By Tyler Martin

People do get sick from time to time. That has always been the case. Sometimes an illness is serious. When that happens, the person who has gotten ill must go to a hospital. The way we care for sick people will change in the future.

New Drugs and Shots

Shots can help people stay healthy. Some shots and drugs prevent diseases. Other medicines can help people feel better when they get sick. In the future, there may be new drugs. Some of these drugs will help people stay well. Others will treat illnesses, but they will work faster and better than today's drugs.

Today the same kind of drug is used to treat a disease. Each person who has that disease takes that drug. The new drugs will be different. Special drugs will be made for each person. Those drugs will be the best ones to cure a certain illness. They will also be the best drug for a certain person with the disease.

108 • Adventure 11 Lesson 6

Before Reading (5 min.)

Previewing Text

Direct students to page 108 in the Student Book. **In this lesson we have a new passage. Before we read the passage, what do we do?** (skim the passage and make a prediction of what we will read) **Why is it important to skim a passage and make predictions?** (It gives us a focus as we read.)

Have students skim the passage and make predictions. Write the predictions on the board. Have students validate their predictions by explaining what text features helped them when skiming the passage.

In this Adventure, we will learn about what hospitals will be like in the future. Have students read the title and the first paragraph of the passage. **What do you already know about hospitals?** (Answers will vary.) **What kind of information do you think you will learn from the passage?** (Answers will vary.) **What clues tell you this?** Write student responses on the board.

Vocabulary Introduction

Before we read, there are some words that we need to know that will help us understand the passage. Write the list of vocabulary words on the board. Read the words to the students, pointing to each word as it is read. **Read the words with me.** Point to each word and say the word and its meaning.

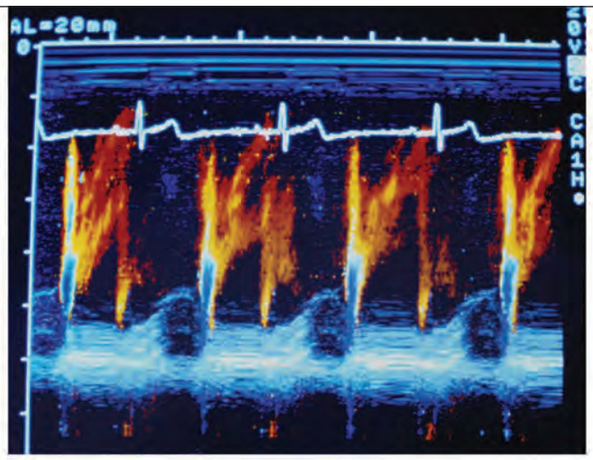
What is the word for "worried"? (nervous) **Let's see how *nervous* is used in a sentence.** Read the sentence aloud to the students.

Repeat the procedure for the remaining words.

Vocabulary

nervous	worried **Some people are *nervous* about going to a hospital.**
benefits	helps **One of the *benefits* of seeing a doctor when you are ill is that you may get well sooner.**
obtain	to get **Sometimes you need to *obtain* a prescription for certain medicines.**
operate	when a doctor cuts open the body to try to heal it **When I was young, the doctor decided to *operate* and remove my tonsils.**
avoid	to keep away from **When you are ill it is best to *avoid* contact with others.**

RETEACH Have students pick a word from the board. Ask them to say a sentence using the word. Write students' sentences on the board or an overhead. Read the sentences chorally.



Taking a Look Inside

Sensors are machines that can "see" things. They can see inside a person's body. Sensors can make a picture of what they see. They send the picture to another machine. Doctors and nurses look at the picture. The picture will quickly tell them what is wrong with a sick person.

Some people feel **nervous** in the hospital. Using sensors to gather data **benefits** patients because they cause less stress. The nurse will not have to touch patients to see how they are doing. The nurse will not have to stick patients with a needle to **obtain** a blood sample. The nurse simply has to read the data from the sensors.

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Surgery

Today, doctors must cut open the body to treat some serious diseases. They have to make a large cut so they can see inside. In the future, doctors will be able to **operate** better. A doctor will use small robots. Robots can work through a small hole. This is safer for the patient. In some cases, the doctor will not have to cut the body at all.

Doctors may use radio waves to treat some sick people. Radio waves go into the body through the skin. This is also safer for the patient. Today's hospitals treat all kinds of diseases. They treat them all in the same place. Future hospitals will be smaller. Each hospital will just treat certain diseases. New medicine will make treatment better. It will help people **avoid** going to the hospital. It will be easier to give patients better care.

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ELL ► ENGLISH LANGUAGE LEARNERS

Use consistent vocabulary when introducing new skills or concepts to English Language Learners, and use more sophisticated language during discussions and elaboration.

During Reading (15 min.)

Self-Monitoring: Rereading and Clarifying Ideas; Fix-Up Strategies

Before we read, there are a few words that we need to know. Write the words *diseases*, *medicines*, and *surgery* on the board. Point to each word as you read it.

Now we will read the passage, but before we start, remember to pay attention to what you are reading and understanding. If you are aware of a part of the passage that you do not understand, stop, reread, and find out what that part of the passage means. When we pay attention to how we read, it makes it easier to develop strategies for reading that help us become better readers.

Remember that good readers use the Fix-Up Strategies. Write the following on the board.

- *Stop*
- *Reread*
- *Look*
- *Think*
- *Check*

Review the strategies with students and explain that these strategies, combined with being aware of what you are or are not doing while reading, will help you understand a particular passage.

Have students read the passage silently and independently as they practice these skills with this new passage. When students have finished, verify their predictions on the board. Then, discuss the Fix-Up Strategies they used.

How often were you aware that you did not understand something and went back and reread it? How often did you think about what you read, looked for things you understood, and checked your understanding?

Now choral read the passage with students to clarify content and words in the passage.

Pronounce the words for students. Remind students to look for these words as they read.

FLUENCY Partner students to provide ample opportunities for practice in reading fluently. Students should be paired by reading ability, not by level of language development.

After Reading (5 min.)

Reading for Accuracy and Rate

Ask the following questions:

Is the passage we read expository or narrative? *Comprehension* (expository)

Should we read expository passages quickly or a bit more slowly? *Knowledge* (slowly)

Why would we want to read it a bit more slowly than a narrative? *Comprehension* (because there is a lot of information that may be hard to understand)

An expository passage may have charts, lists, and other features that contain a lot of information. We need to read them a bit slower, taking our time to understand what the passage is about and the information it contains.

What is another benefit of reading an expository passage slowly? *Comprehension* (You may be more accurate in how you read the words and sentences.)

Have students reread the passage with a partner, practicing reading for accuracy and at a proper rate.

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allowing your partner to answer. Then, tell each other about the story you read.**

BUILDING VOCABULARY

Resources

Have students use dictionaries to determine what other words are in the same family as *benefits* and *operate*. If a computer is available with a dictionary on it, you may wish to give students the experience of comparing an online dictionary to a printed book. Have students list their words on paper and then meet with a partner to compare words.

Word Works

5 min.

2-MINUTE WARM-UP

Sight Words

Write *today, certain, quickly, feel, person, inside, stay,* and *machine* on the board. Read the words aloud to students. Have them repeat the words after you say them. Point to a word at random and have a student read it.

SCIENCE CONNECTION

If the Internet is available, you may wish to pre-select Web sites for students to use to discover more about the "bionic eye" as well as other inventions in the field of medicine.

ENGLISH LANGUAGE LEARNERS

Accept oral approximations. English Language Learners often borrow from their native language when pronouncing words in English.

Advanced Word Study (5 min.)

Review Root: *tract*

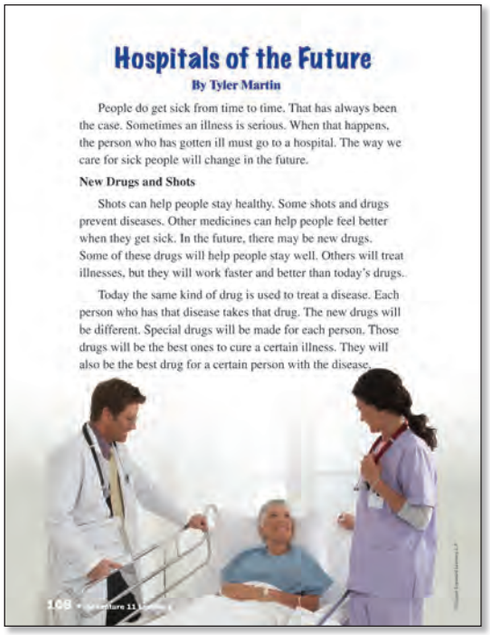
Write the words in the box on the board. Pick seven students. Assign one word to each student. Help students use their assigned word in a sentence. Repeat the activity with another seven students or by creating new sentences.

attract	extract	retract	distract
subtract	tractor	detract	

RETEACH Say a sentence with a blank where one of the words from the box would go. Have students determine which word best fits in the blank. Example: **The students could not focus on their work because they were _____ by the falling snow.** (distracted)

Read to Understand

25 min.



Hospitals of the Future

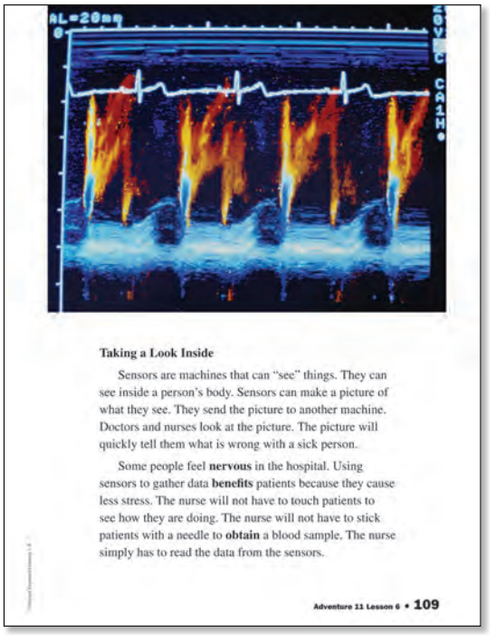
By Tyler Martin

People do get sick from time to time. That has always been the case. Sometimes an illness is serious. When that happens, the person who has gotten ill must go to a hospital. The way we care for sick people will change in the future.

New Drugs and Shots

Shots can help people stay healthy. Some shots and drugs prevent diseases. Other medicines can help people feel better when they get sick. In the future, there may be new drugs. Some of these drugs will help people stay well. Others will treat illnesses, but they will work faster and better than today's drugs.

Today the same kind of drug is used to treat a disease. Each person who has that disease takes that drug. The new drugs will be different. Special drugs will be made for each person. Those drugs will be the best ones to cure a certain illness. They will also be the best drug for a certain person with the disease.

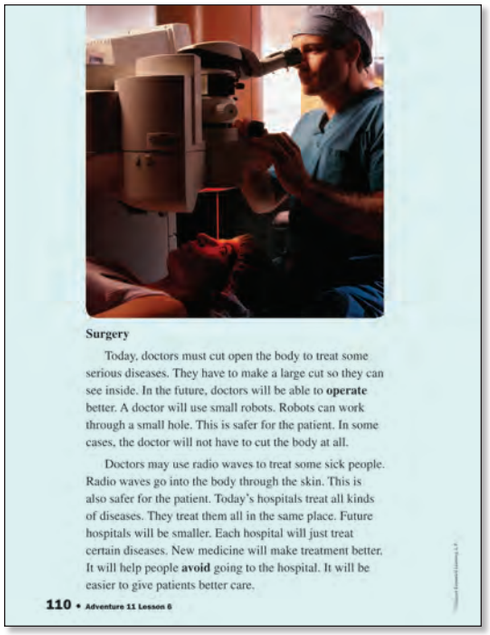


Taking a Look Inside

Sensors are machines that can "see" things. They can see inside a person's body. Sensors can make a picture of what they see. They send the picture to another machine. Doctors and nurses look at the picture. The picture will quickly tell them what is wrong with a sick person.

Some people feel **nervous** in the hospital. Using sensors to gather data **benefits** patients because they cause less stress. The nurse will not have to touch patients to see how they are doing. The nurse will not have to stick patients with a needle to **obtain** a blood sample. The nurse simply has to read the data from the sensors.

Adventure 11 Lesson 6 • 109



Surgery

Today, doctors must cut open the body to treat some serious diseases. They have to make a large cut so they can see inside. In the future, doctors will be able to **operate** better. A doctor will use small robots. Robots can work through a small hole. This is safer for the patient. In some cases, the doctor will not have to cut the body at all.

Doctors may use radio waves to treat some sick people. Radio waves go into the body through the skin. This is also safer for the patient. Today's hospitals treat all kinds of diseases. They treat them all in the same place. Future hospitals will be smaller. Each hospital will just treat certain diseases. New medicine will make treatment better. It will help people **avoid** going to the hospital. It will be easier to give patients better care.

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Before Reading (5 min.)

Activating Prior Knowledge; Text Connections

Have students turn to page 108 in the Student Book. **During our last lesson we practiced certain skills the first time we read this passage. What were those skills?** (Fix-Up Strategies of *Stop, Reread, Look, Think, Check;* paying attention to ourselves as we read in case we are having problems or don't understand)

At first we have to think about practicing these skills, but if we do it often enough we will begin to use them automatically without even thinking about them.

How many of you have been to a hospital? (Answers will vary. Do not allow students to contribute personal information about family members and their health.)

If you have heard, read, or seen something about hospitals, how did it connect to what we read in the last lesson? (Answers will vary.)

We expect certain things to improve all the time such as cell phones, cars, and computers. How many of you thought that in medicine there would be some interesting changes as well? (Answers will vary.)

Vocabulary Review

Use the following sentence starters after each word, requiring students to use and apply the meaning of a vocabulary word in a different context. Have students write the words in their vocabulary logs.

Vocabulary

nervous	worried **Susan was beginning to feel a bit *nervous* because . . .**
benefits	helps **Tom was sure the medicine had many *benefits* because . . .**
obtain	to get **You would need a doctor's permission to *obtain* . . .**
operate	when a doctor cuts open the body to try to heal it **It might be dangerous if the doctor decides to *operate* because . . .**
avoid	to keep away from **It is usually best to *avoid* . . .**

RETEACH Use Reteach Blackline Master page 64 to provide additional support or practice with the vocabulary. Students rewrite the definitions in their own words as well as using the words in a sentence.

During Reading (10 min.)

Retelling

Let's choral read this passage. As the passage is read, stop at each vocabulary word and ask students to discuss word meaning and use. Have students use context and parts to determine the meaning of each word.

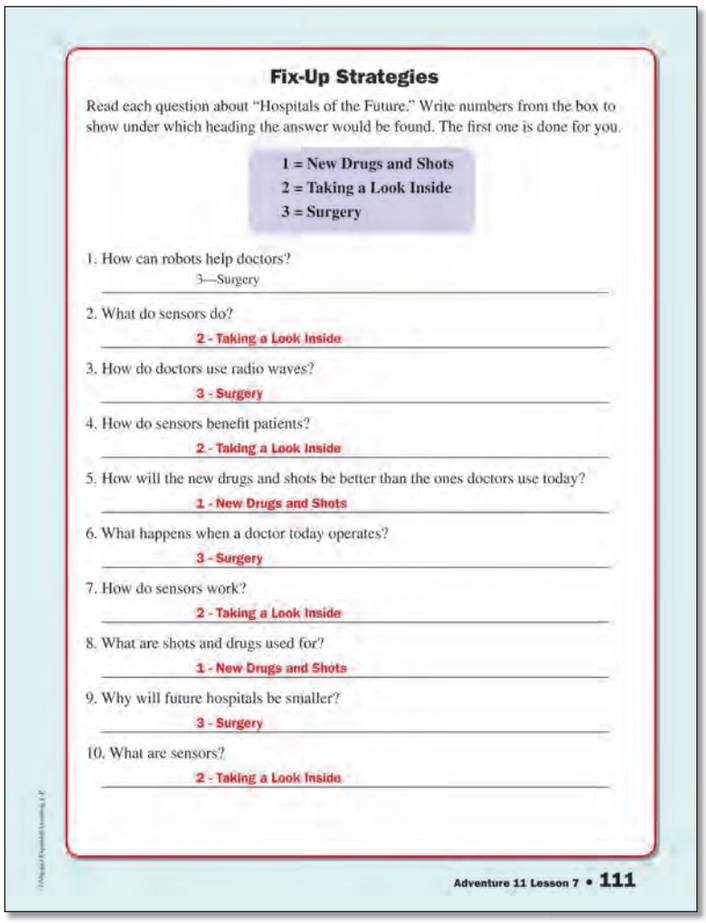
Provide the meaning of other words in the passage that students may not know. Have students add two words to their vocabulary log from the reading passage that they either did not know before or find interesting.

A good retelling will tell *who, what, where, when, why,* and *how*—if those questions are answered in the passage. Have students reread the first two paragraphs of the passage independently. Then have students retell what each paragraph is about.

Draw a concept web on the board and have students draw one on paper. Then, instruct students to write the title "Hospitals of the Future" in the center of their concept web. **A concept web can help you retell the information that you have read. Be sure the details you include answer the 5 *W*'s and *H* if these questions are answered in the section of the passage.** Have students add important details to the concept web as they read each paragraph of the passage.

When finished, have students share their finished concept webs by using them to retell the passage in their own words.

FLUENCY Model how emphasizing different words assists in comprehension and changes the meaning of the sentence. Model reading with word inflection for students from this passage, then have them practice word inflection with a partner.



Fix-Up Strategies

Read each question about "Hospitals of the Future." Write numbers from the box to show under which heading the answer would be found. The first one is done for you.

1 = New Drugs and Shots
2 = Taking a Look Inside
3 = Surgery

1. How can robots help doctors?
3—Surgery
2. What do sensors do?
2 - Taking a Look Inside
3. How do doctors use radio waves?
3 - Surgery
4. How do sensors benefit patients?
2 - Taking a Look Inside
5. How will the new drugs and shots be better than the ones doctors use today?
1 - New Drugs and Shots
6. What happens when a doctor today operates?
3 - Surgery
7. How do sensors work?
2 - Taking a Look Inside
8. What are shots and drugs used for?
1 - New Drugs and Shots
9. Why will future hospitals be smaller?
3 - Surgery
10. What are sensors?
2 - Taking a Look Inside

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After Reading (10 min.)

Author's Purpose; Fix-Up Strategies

What do you think the author's purpose was in writing this passage? (to explain some of the new changes in medicines)

Are there any clues in the writing to suggest that the author really likes this topic? (The only obvious clue is that the passage has a lot of facts and information about the subject.)

How would you check to be sure you understood what you have just read? (rereading, self-correcting, using the Fix-Up Strategies)

We have learned how to use Fix-Up Strategies as we read. These strategies can be a big help when you read a new passage for the first time.

Have students complete Student Book page 111 as a group, individually, or in pairs. Review their responses.

15 min.

Extra Practice

FLUENCY PRACTICE

Timed Reading

Materials: Fluency Books

Distribute the Fluency Books.

1. **Quickly read the story to yourself and make sure you know all the words.**
2. **Tell your partner to start the timer and call "time" after 1 minute.**
3. **Read carefully and stop when your partner calls "time." Mark the place where you stopped.**
4. **Count the number of words you read.**
5. **In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.**
6. **Switch roles with your partner.**

WRITING IN RESPONSE TO READING

Creative Writing

Tell students that scientists in Australia are working on an invention called a "bionic eye," which will allow blind people to see. Have students think of an invention that they would like to create that will help people who have some kind of medical problem. Ask them to draw and label a diagram of their invention. Then have them write a description of what it is and how it works. Encourage students to present their diagrams and descriptions to the class.

Word Works

5 min.

2-MINUTE WARM-UP

Inflectional Ending *-ing*

Write the inflectional ending *-ing* on the board. **We know that the ending *-ing* tells us that something is happening now. When the base word is a verb that ends in consonant + *e*, we drop the final *e* before adding the *-ing* ending.**

Write the following on the board: *go—going, take—taking, make—making, be—being, like—liking, open—opening, excite—exciting, look—looking*. Read the list of words with students. Then have students read the list of words quickly. Encourage students to identify which words have dropped the final *e* before the *-ing* ending was added.

TEACHER TIPS

Write several of this lesson's sight words or vocabulary words on a large sheet of paper, posting them in the classroom. Encourage students to add other words they read to the list, including previously learned vocabulary and sight words.

Advanced Word Study (5 min.)

Introduce Root: *rupt*

Write *rupt* on the board. **This word part is a root. A root can be changed by adding a prefix or suffix. Say the sound of this root.** (/rupt/) Write the word *disrupt* on the board. Underline the root *rupt*. **What is the complete word?** (disrupt) **The word *disrupt* means "to break the order or progress of."** Write this sentence on the board: *The noisy train disrupted the lesson.* Discuss the meaning of *disrupt*.

Write the words in the box on the board. Underline the root of the first word. **What is the root?** (rupt) **What is the word?** (interrupt) Use the word in a sentence: *Paul said, "Excuse me," to interrupt his mother.* Discuss the meaning of *interrupt*. Continue this procedure with the remaining words in the box.

interrupt	rupture	corrupt
abrupt	erupt	eruption

RETEACH Ask students to copy the list of words on the board and circle the root in each word they write. Use each word in a sentence, having a volunteer point to the word you used. Present the words in sentences in random order.

Read to Understand

25 min.

Space Elevators

By Gio Dominic

Do you wish you could go into space? Think how much fun it would be. You would ride the space shuttle. You could see what Earth looks like from space. Maybe you could even live on the space station.

The space shuttle is a powerful tool. It is the first spacecraft that can be reused. However, it is very **expensive**. It costs a lot of money to transport or move people and cargo into space. A lot of time passes between trips. Sometimes things like bad weather disrupt the launch. What if there was a better way? What if going into space was as easy as taking an elevator?

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Before Reading (5 min.)

Previewing Text

Direct students to page 112 of the Student Book. **Before we read our new passage, we need to preview it first. With a partner, skim the passage and discuss what you see in the pictures. Then, agree on a prediction for this passage.** When students have finished, write their predictions on the board.

Vocabulary Introduction

Before we read, there are some words that we need to know in order to understand what we are reading. Write the list of vocabulary words on the board. Read the words to the students, pointing to each word as it is read. **Read the words with me.** Point to each word and say the word and its meaning.

What word means "to cost a lot"? (expensive) Read the sentence aloud to students. Repeat the procedure for the remaining words.

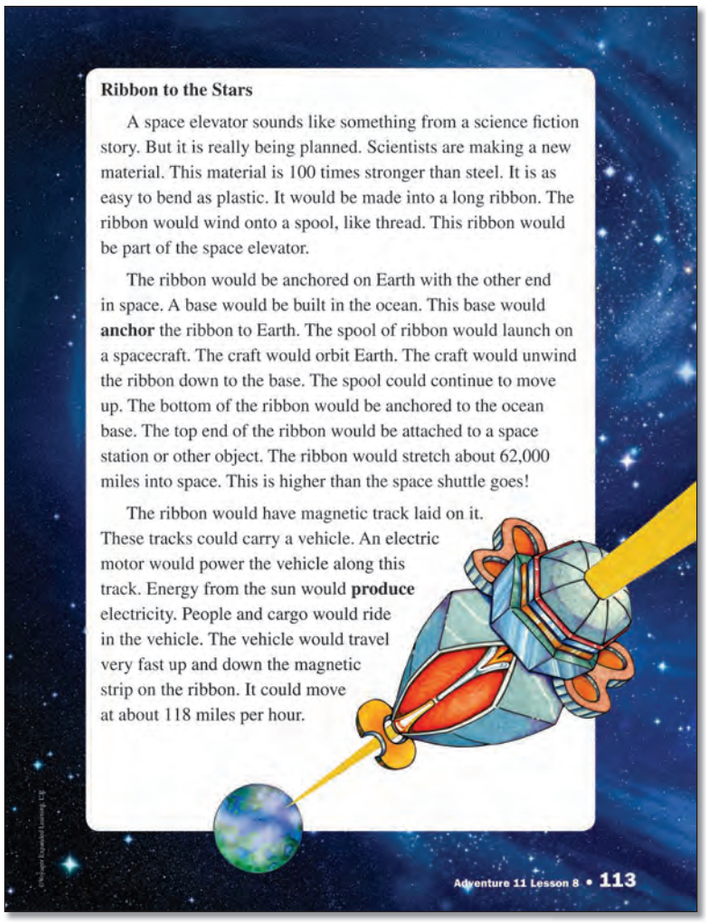
Vocabulary

expensive	costs a lot **The watch is too *expensive* to buy.**
anchor	to hold tightly **The little boy will *anchor* his balloon to a chair.**
produce	to make **The farmer did not know if his field would *produce* enough hay for the winter.**
construct	to build **The neighbors worked together to *construct* a bridge across the creek.**
explore	to search **It would be fun to *explore* the jungle.**

RETEACH Ask partners to work together. Have one student in each pair ask a question using a vocabulary word. Have the other student answer the question using the same vocabulary word. After all the words have been used, have students switch roles and begin again.

ELL ENGLISH LANGUAGE LEARNERS

If English Language Learners have had instruction in their native language, prompt them to make connections between their native language and English. Students may have letter knowledge in their native language that can assist to develop their phonics skills in English. Students benefit from assistance in making connections across both languages.



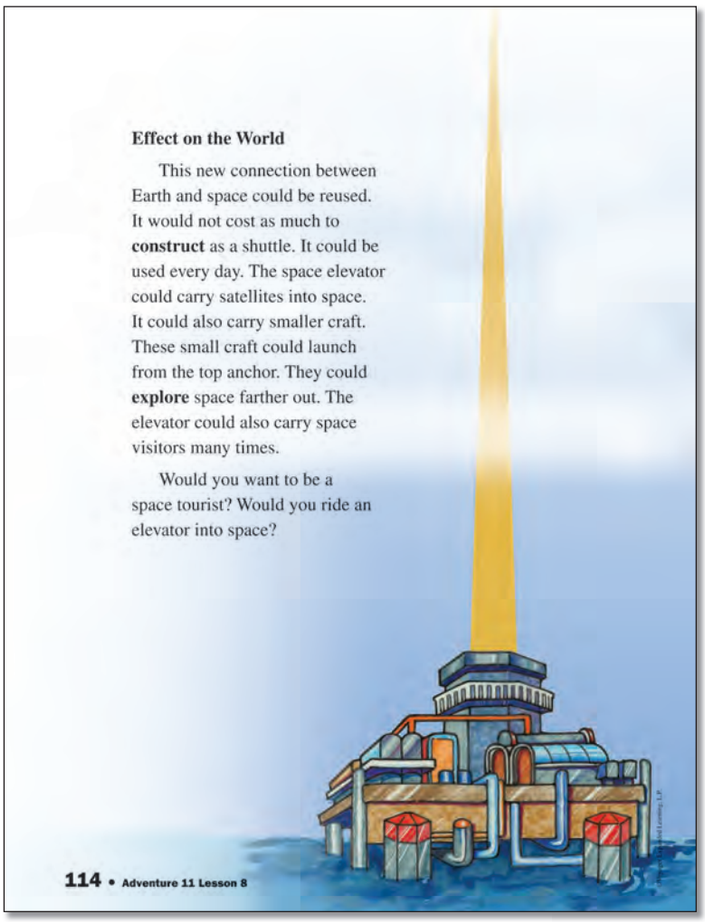
Ribbon to the Stars

A space elevator sounds like something from a science fiction story. But it is really being planned. Scientists are making a new material. This material is 100 times stronger than steel. It is as easy to bend as plastic. It would be made into a long ribbon. The ribbon would wind onto a spool, like thread. This ribbon would be part of the space elevator.

The ribbon would be anchored on Earth with the other end in space. A base would be built in the ocean. This base would **anchor** the ribbon to Earth. The spool of ribbon would launch on a spacecraft. The craft would orbit Earth. The craft would unwind the ribbon down to the base. The spool could continue to move up. The bottom of the ribbon would be anchored to the ocean base. The top end of the ribbon would be attached to a space station or other object. The ribbon would stretch about 62,000 miles into space. This is higher than the space shuttle goes!

The ribbon would have magnetic track laid on it. These tracks could carry a vehicle. An electric motor would power the vehicle along this track. Energy from the sun would **produce** electricity. People and cargo would ride in the vehicle. The vehicle would travel very fast up and down the magnetic strip on the ribbon. It could move at about 118 miles per hour.

Adventure 11 Lesson 8 • 113



Effect on the World

This new connection between Earth and space could be reused. It would not cost as much to **construct** as a shuttle. It could be used every day. The space elevator could carry satellites into space. It could also carry smaller craft. These small craft could launch from the top anchor. They could **explore** space farther out. The elevator could also carry space visitors many times.

Would you want to be a space tourist? Would you ride an elevator into space?

114 • Adventure 11 Lesson 8

During Reading (15 min.)

Main Idea

Have students read the passage with a partner. As they read, monitor students checking for fluency and ease while reading aloud. You may wish to make note of those students who continue to be reluctant to read and work with them in small groups.

This is an interesting passage about a possible way that an elevator could be made that would take us into space. Is this an expository or narrative passage? (expository)

While some might think that this passage was made up, it isn't. Scientists are working on this very idea but it will take a long time before we have one.

What text features does an expository passage have?

There are five main paragraphs to this passage, excluding the introductory paragraph. Divide students into groups and assign each group a paragraph from the passage, beginning with the second paragraph. Assign an even amount of students to each paragraph. Students are to read their assigned paragraph and use the W–I–N strategy to determine the main idea for their paragraph.

Discuss students' main ideas, listing them on the board in the order of appearance in the passage.

- *Paragraph 2*: The space shuttle is a powerful tool. (stated)
- *Paragraph 3*: Part of the space elevator is a new strong material. (implied)
- *Paragraph 4*: The ribbon would be anchored on Earth and in space. (stated)
- *Paragraph 5*: The ribbon would have a magnetic track for vehicles. (implied)
- *Paragraph 6*: The new connection between Earth and space could be reused. (stated)

Retain the list on the board for use in After Reading.

FLUENCY Discuss how good readers use pauses to help the listener understand what is being read. Provide examples and non-examples of what the correct use of pauses sounds like.

After Reading (5 min.)

Summarization

Sometimes, we want to tell others about text we have read. If the other person has not read the text, we can summarize it and give the person the information without using the text. By summarizing, we also show that we understand what we read. A good summary will include the main ideas of a passage.

Using the main ideas on the board, have students work in the same groups to write a summary statement for the passage. Remind students that sometimes words and phrases need to be added to a summary in order for it to sound right.

Once students have finished, have them share their summary statements with the class.

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then, read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then, tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Creative Writing

Have students write a science fiction adventure that has the characters use a space elevator to get from one setting to another. Remind students to have a plot with sequential events, a problem and solution, as well as characters and a setting.

Word Works

5 min.

2-MINUTE WARM-UP

Spelling Sight Words

Materials: write-on boards

You will spell words that you can read. Some letters in these words may not make the sounds you know. Write *travel* on the board. **Read the word *travel*.** (travel)

Now, spell *travel*. (t-r-a-v-e-l)

Cover the word.

Write *travel*. Pause while students write the word on their write-on boards.

Check it together. **Read the word.** Pause. **Say the letters you wrote.** Pause.

Uncover the word. **Does your word look like mine?** Have students correct the word if it is misspelled.

Now read the word again. Pause. Repeat with the following words: *stars, produce, ocean scientists, power, built*.

ASSESSMENT

Record individuals as they read aloud throughout the year. Listen to the recordings to assess progress in fluency and provide feedback.

Advanced Word Study (5 min.)

Review Root: *rupt*

Write the word *disrupt* on the board. Use the word in a sentence: **How might a student *disrupt* a class?** Have students repeat the question. Then have a volunteer answer the question, using a response that makes sense. (Possible response: A student might *disrupt* the class by speaking out of turn.)

rupture	erupt	eruption
interrupt	abrupt	corrupt

Write the words in the box on the board. Underline the base word of the first word. **What is the base word?** (rupt) **What is the word?** (rupture) Use the word in a sentence for students: **The earthquake caused a *rupture* in the ground.** Discuss the meaning of *rupture*. Continue this procedure with the other words.

RETEACH Write the word *disrupt* on the board. Discuss its meaning. Ask students to use the word in a sentence. Follow the same procedure for the remaining words in the box.

ENGLISH LANGUAGE LEARNERS

Add practice examples with words that have common sounds in English and students' native language. Have English Language Learners practice saying the words in English as well as the words' meanings.

Read to Understand

25 min.

Space Elevators

By Gio Dominic

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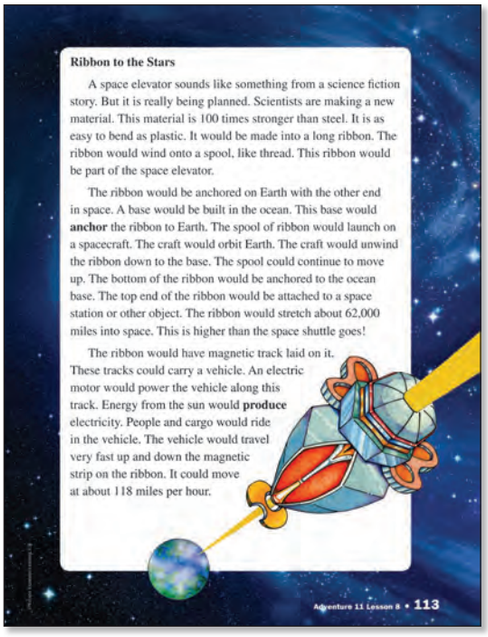

Ribbon to the Stars

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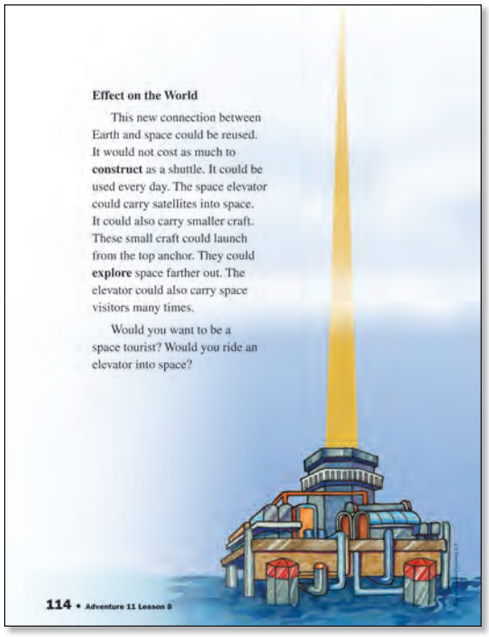

Effect on the World

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Would you want to be a space tourist? Would you ride an elevator into space?

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Before Reading (5 min.)

Generating Questions

Have students turn to page 112 in the Student Book. Explain to students that before they read they should ask questions to see what information they can gather about the topic.

Model how to ask these questions:

What can I learn about this passage by reading the title? (topic: space elevators)

What can I learn from the pictures? (what the space shuttle looks like; what a space elevator looks like)

What looks or is familiar to me? (space)

What do I already know about this subject? (space shuttle, future space travel)

Vocabulary Review

Write the list of words on the board. Have students write the words in their vocabulary logs. Write the vocabulary words on strips of paper. Have students pick a strip out of a box or bag. Then ask them to use the word on the strip in a sentence. Be sure everyone has a turn.

Vocabulary

expensive	costs a lot **It's *expensive* to travel to Europe.**
anchor	to hold tightly **Dad will *anchor* the boat to the dock.**
produce	to make **The seeds will *produce* beautiful flowers in the spring.**
construct	to build **The workers will *construct* a new swing set for the playground.**
explore	to search **John wants to *explore* the city.**

Write the word *produce* on the board.

When we learned this word in the last lesson, we learned that it means to make or create. This word also has other meanings that you may or may not have heard before. Read the first sentence.

The farmer did not know if his field would *produce* enough hay for the winter.

What does *produce* mean in this sentence? (to make or create) **Listen to this next sentence.**

The grocer sold fresh *produce* and people's favorite seemed to be his tomatoes.

What does *produce* mean in this sentence? (vegetables or fruit) **When we read this word, we pronounce it slightly different but when we read it, it looks the same. Listen to this next sentence.**

She can *produce* several pictures to prove that it was her dog.

What does *produce* mean in this sentence? (to show or give)

There are many words that have more than one meaning. As a good reader you need to read the sentence for context clues, or how the word is used in the sentence, to determine what it means.

RETEACH Have students create sentences using *produce* with its various meanings. Have students read one of their sentences aloud, while other students determine what meaning it has based on the sentence.

During Reading (10 min.)

Fix-Up Strategies

Have students choral read the passage with a partner. Remind students to use the skills they have learned for vocabulary to determine the meaning of words they may not know (context clues, word parts, resources).

Good readers check their understanding of a passage as they read it. How would you check to be sure you understood what you have just read? (rereading, self-correcting, using the Fix-Up Strategies)

What are the Fix-Up Strategies? (Stop, Reread, Look, Think, Check)

Read the first two paragraphs aloud. Invite students to generate questions they could ask to check their understanding. (Possible response: What are these paragraphs about?)

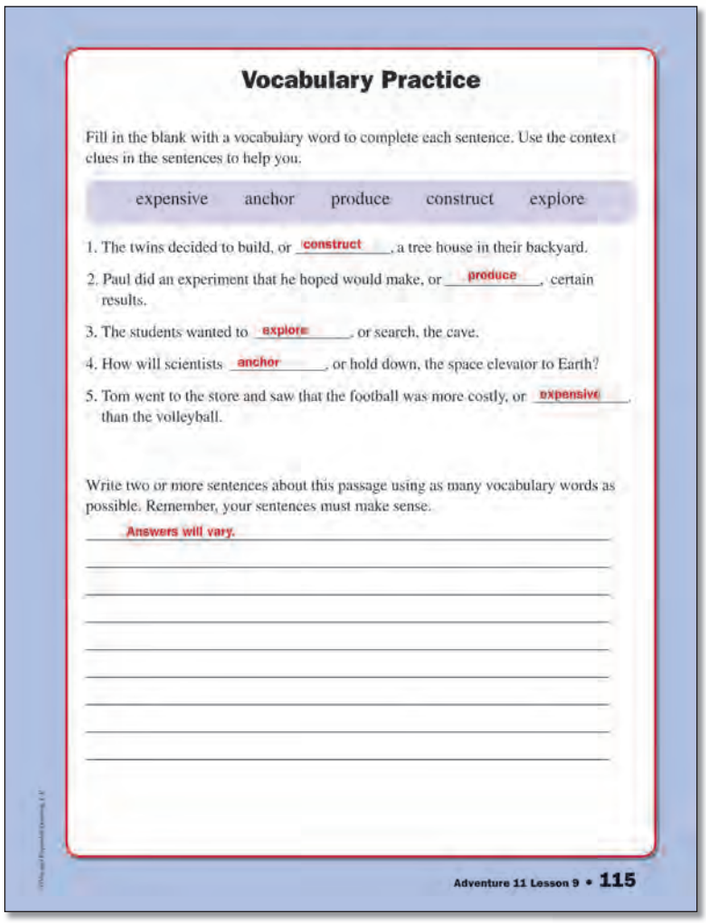
Have students reread the second paragraph chorally. Ask them to summarize that paragraph. (You could ride the space shuttle into space. It is a powerful, reusable tool, but it has drawbacks because it is expensive and the launch can be delayed by things like bad weather.)

Have students read the rest of the passage chorally. Stop after each paragraph and have students use one of the Fix-Up Strategies to check for understanding.

Have students select a word from the passage that is new to them or that they find interesting and add it to their vocabulary logs.

RETEACH Use Reteach Blackline Master page 65 to provide additional support or practice with the Fix-Up Strategy of generating questions.

FLUENCY Explain to students that reading should sound like you are speaking. Read a paragraph modeling rate and accuracy.



Vocabulary Practice

Fill in the blank with a vocabulary word to complete each sentence. Use the context clues in the sentences to help you.

expensive anchor produce construct explore

1. The twins decided to build, or construct, a tree house in their backyard.
2. Paul did an experiment that he hoped would make, or produce, certain results.
3. The students wanted to explore, or search, the cave.
4. How will scientists anchor, or hold down, the space elevator to Earth?
5. Tom went to the store and saw that the football was more costly, or expensive, than the volleyball.

Write two or more sentences about this passage using as many vocabulary words as possible. Remember, your sentences must make sense.

Answers will vary.

Adventure 11 Lesson 9 • 115

After Reading (10 min.)

Vocabulary: Context Clues

Sometimes an expository passage about science or a narrative that is science fiction can contain words that are difficult to understand. We can use our vocabulary strategies to help us determine what a word means. What are those strategies? (context clues, parts of words, and resources)

Let's review the vocabulary words in this passage. Have students turn to page 115 in the Student Book and complete the vocabulary review with a partner.

Have students share their responses when everyone has finished.

15 min.

Extra Practice

FLUENCY PRACTICE

Read with Expression

Materials: Fluency Books

Explain to students that good readers use expression when reading. Model reading a sentence using good expression. Have partners reread a passage in the Fluency Books to each other using good expression so that their reading sounds like natural speech.

BUILDING VOCABULARY

Word Parts

Materials: letter squares and tray

Have students use their letter squares to build words using the roots they have learned during this Adventure (form, port, rupt, tract). Students may use the Student Book for examples as well as other resources such as a dictionary. Have students write their words on paper and then compare their words.

Adventure Checkpoint

30 min.

PROGRESS MONITORING

Progress Monitoring measures are additional Vital Indicators of Progress (VIP) probes used to monitor progress on the key indicators as measured by Reading Connected Text (RCT). These quick probes can be administered on a biweekly basis for struggling students or monthly for emerging students. Refer to the Assessment Teacher's Guide for appropriate measures for targeted skills. Administer these at the end of each Adventure for struggling students and on a monthly (every other Adventure) basis for emerging students. Instructions for administration, scoring, and recording are located in the Assessment Teacher's Guide and Student Assessment Books.

These VIP measures provide data points to evaluate the response to instruction and intervention, thereby providing additional information to track student progress along the desired trajectory. If three data points fall consecutively below the trajectory, instructional adjustments should be made to elicit a faster rate of progress. Adjustments range from Reteach opportunities, Extra Practice, Adventure Centers, grouping, extended time, and changes to the instructional level.

Consider Reteach activities and additional practice for students who are struggling by focusing on phonics skills for reinforcing basic, then advanced decoding strategies; building automaticity with sight words; and building fluency with repeated reading for students with low RCT scores.

What's New?

Just about everything changes. You can probably think of many things that have changed. Compare how you do your homework with how your parents did theirs. Students have always used textbooks, but now you probably also use a computer. Consider the telephone you use. All telephones used to remain plugged into the wall. Now you can carry one anywhere you go. 61

How will things change in the future? Let's examine some ideas. Some products are already used. Others will come later. 81

Robots

Would you like your chores to be completed by a machine? For example, it will be much easier to use a room robot to vacuum your room. Simply turn it on and leave. When you return, the floor will be clean. All you will have to do is throw away the bag of dirt. What could be easier? You could have a robot that mows the lawn or washes the dishes. Your parents certainly would not hesitate to use a robot that washes the windows of your house! In the future, robots will do these and many more jobs. Robots will do the jobs people do not like to do. 191

116 • Adventure 11 Lesson 10

Before Reading (5 min.)

Preview

Direct students to page 116 in the Student Book. **Remember to preview the passage before reading. Skim the text for subheadings and any special words or phrases. Use this information to think of what you might read in the text.**

Cell Phones

Sometimes you cannot see your friends in person. Cell phones of the future will let you see your friends when you call them. These remarkable phones will be very small. They will be smaller than the palm of your hand. They will be much thinner than they are today. They will let you do many more things than current cell phones. You might do more of your research using the Internet. You will play more interactive games and listen to music. You will even watch movies! 278

Computers

Some computers sit on desks. They must be plugged in all the time. Some computers can be moved, so you can take them with you. These are called laptop or notebook computers. They can be used for a time without being plugged in. They all have screens that show images. In the future, pictures and words will be shown on the lid of a notebook computer. You will not have to open the lid to see the screen. You will be able to see if you have an e-mail message without opening the lid. 372

Read aloud the test-taking tip and instructions for the assessment. Make sure that students understand the instructions. Remind students that they will complete the assessment independently.

Test-Taking Tip

Cover the answers before reading the question. Read the question and think of what the best answer should be based on the passage. Then carefully read all the answer choices. Find the answer that most closely matches the answer you thought of.

Voice Commands

There is another very exciting idea. You will make machines work by just talking. You will tell your cell phone whom to call. You will tell your robot what chores to do. Your voice will direct all your computer's actions. You will tell it to search for something. You will tell it to play the movie you want to watch. You will answer e-mails by talking. Your voice will make the television change channels. Why type anymore? Your computer will type your words for you!

As you can see, the way we do many of the things in our daily lives will change in the near future. 481

Words per Minute _____

During Reading (10 min.)

Instruct students to read the passage silently.

Adventure Checkpoint

Comprehension Assessment

Read "What's New?" to answer the following questions. Circle the letter of the best answer.

Summarization

1. Which of these is the best summary of Paragraph 3?
   - A. Robots will wash the windows in people's homes.
   - (B) Robots will do jobs that people do not want to do.
   - C. Robots will vacuum your floors so you do not have to.
   - D. Robots will be used to mow the lawn and wash the dishes.

Facts and Details

3. In the future, you will probably control most machines using your ____.
   - A. feet
   - (B) voice
   - C. hands
   - D. thoughts

Main Idea

5. What is the unstated main idea of Paragraph 4?
   - A. Sometimes you cannot see your friends in person.
   - B. There are many games you can play on a cell phone.
   - (C) Cell phones of the future will let you do many things.
   - D. Cell phones of the future will let you see your friends when they call.

Main Idea

2. What is the stated main idea of Paragraph 6?
   - (A) You will make machines work by just talking.
   - B. You will answer e-mails by talking.
   - C. Your voice will make the television change channels.
   - D. Your computer will type your words for you.

Drawing Conclusions

4. When you draw a conclusion about something in a passage, you are _____.
   - A. using only what the author says
   - B. using only what you know
   - (C) using what you know and what you are reading
   - D. using what you are reading and what your friends tell you

Author's Purpose

6. What was the author's purpose in writing this passage?
   - A. to entertain the reader
   - (B) to inform the reader
   - C. to entertain the writer
   - D. to inform the writer

Adventure 11 Lesson 10 • 119

Vocabulary Assessment

1. Which word means the same as *nervous*?
   - A. lonely
   - B. honest
   - C. ordinary
   - (D) worried

2. Read the following sentence.

   My favorite thing is going to be moving around without gravity.

   What does the word *favorite* mean in this sentence?
   - A. what is liked least
   - (B) what is liked best
   - C. what is not right
   - D. what is not wrong

3. Which sentence uses the underlined word correctly?
   - A. The boat will obtain across the clear, blue lake.
   - (B) Mrs. Johnson will encourage Joe to plant a vegetable garden.
   - C. Bob likes to anchor the kitchen when he is done cooking.
   - D. The rare flower constructs in the southwest part of the state.

4. Read the following sentence from the passage.

   People are curious.

   What does the word *curious* mean in this sentence?
   - (A) wanting to learn more
   - B. wanting to give more
   - C. wanting to do less
   - D. wanting to be right

5. Which word means the same as *benefits*?
   - A. notebooks
   - B. calm
   - C. forgotten
   - (D) helps

6. What is the meaning of the word *expensive*?
   - A. keep away from
   - B. give hope to
   - (C) costs a lot
   - D. in the past

In Response

The passage describes robots, cell phones, and computers. Which of these machines would be most helpful to you? Write your response on notebook paper. Be sure to use details from the passage to support your answer.

120 • Adventure 11 Lesson 10

After Reading (10 min.)

Have students answer the Comprehension Assessment and Vocabulary Assessment questions related to the passage on Student Book pages 119 and 120.

FLUENCY Have students reread the passage or do a 1-minute timed reading if time permits. Instruct students to use the word count at the end of each paragraph and record their wpm at the end of the passage.

Adventure Wrap-Up (2 min.)

Spend 1 or 2 minutes talking with students about the Adventure topic *Beyond the Stars*. Ask students to describe some new things they learned in the readings. Ask them which reading passage was their favorite and why.

Have students turn to their Adventure Checkpoint Map to track their own progress. Allow students who participated in the Adventure and are moving toward proficiency in reading to stamp their Adventure Checkpoint Map with the *Voyager Passport* stamp. Celebrate the completion of an Adventure. Students can earn additional stamps if their fluency rate has increased by two or more words since the last measurement.

Home Connection (3 min.)

Distribute Home Connection Blackline Master page 66 and briefly review the skills students have learned in the Adventure (roots: form, port, rupt, tract). Have students reread the passage or excerpt on the page. Tell students to reread the passage to family members and friends.

ENGLISH LANGUAGE LEARNERS

Teach in small groups, made of native and non-native English speakers. This will provide English Language Learners with multiple opportunities to hear good models of English and correct pronunciation of sounds. In addition, they will have more opportunities to practice and receive teacher feedback and support.

RETEACH

For students who answered less than half of the questions correctly, use one or more of the following suggestions for reteach opportunities. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Discuss the correct answers to each question and refer students to the passage as needed.
- Clarify any confusing vocabulary words that might have led to the incorrect response.
- Use the Reteach Blackline Masters for Lessons 1–9 to provide additional opportunities to practice key skills.
- Reteach specific lesson components with no more than three students to increase opportunities to respond and provide immediate feedback.

INDEPENDENT PRACTICE

For students who answered more than half of the questions correctly, have them complete one of the following suggestions for independent practice:

- A Fluency Timed Reading on the Lesson 10 passage to monitor their fluency progress
- One or more of the Adventure Centers located at the end of this Adventure
- Rereading previously read stories and retelling the passage to each other

Adventure Centers

Adventure Centers provide additional opportunities for students to review and extend learned skills. The activities may be completed as a small group, with partners, or individually. Review the activities, selecting one that would benefit your students at this time.

FLUENCY

Read to Me

Read the passage with a partner.

1. **Choose a passage from a previous Adventure and reread it silently.**
2. **Then take turns reading the passage aloud to your partner.**
3. **Help your partner if he or she comes to an unknown word. Sound it out together and use context clues to define the word.**

WORD STUDY

Word Anagrams

Combine sound components to build new words.

Materials: letter squares

1. **Select the following from the letter squares: *a, e, i, o, u, p, k, v, j, x, y, z.***
2. **Make a word by combining any of these letter squares and write the word on paper.**
3. **Then create new words by rearranging the same letters, adding new letters, or replacing the letters in the first word.**
4. **Write each new word you create and share with the group, looking for similar words.**

VOCABULARY

What's Alike?

Determine word meaning through the use of synonyms.

Materials: write-on boards

1. **Select two or more words from your vocabulary log.**
2. **Write one vocabulary word on your write-on board.**
3. **Then write beside it as many synonyms of the word as you can.**
4. **Check your words with a partner.**
5. **Repeat the steps with your remaining words.**

The Voyager online reading program provides additional opportunities for your students to build fluency, vocabulary, and comprehension skills independently. Use classroom computers to set up a Technology Adventure Center for your students.

LISTENING AND SPEAKING

The Five *W*'s

Listen and speak to gain and share information.

Materials: question cards, audio CD

1. Assign an audio passage for each group.
2. **Listen to the assigned audio passage.**
3. **Gather in your group and place the set of question cards in the middle of the table.**
4. **Draw a card from the deck and take turns asking a question about the passage based on your card (e.g., "*Who* or *What* is the story about?").**
5. **Group members answer the question.**
6. **Play continues until each of the questions has been answered.**

WRITING

New to My Planet!

Demonstrate knowledge of expository text features.

1. **Imagine you are a scientist in the year 3000 expecting the arrival of a new life-form to Earth.**
2. **Make a flyer announcing the arrival of the new life-form—it can be a plant or animal.**
3. **Write a one-page newspaper article announcing the arrival. Include a headline, draw a picture of the new life-form, and write a caption for the picture.**
4. **Describe the new life-form and tell about why it is coming to Earth.**

SCIENCE CONNECTION

My Invention

Apply what was learned from a previously read passage.

1. **Think about some of the inventions we've read about in this Adventure.**
2. **Now plan your own invention. Be sure to answer these questions: What will my invention do and how will it work? How will my invention help people? Write an expository passage about it.**
3. **Then give your invention a name and draw a picture of it. Label the parts clearly.**

Adventure 12

Did You Know?

Adventure at a Glance

Lesson 1

Word Works
Introduce Root: *dict*

Read to Understand
Previewing Text
Self-Monitoring: Generating Questions; Retelling
Identifying Facts and Details

Extra Practice
Fluency: 3 Read
Writing in Response to Reading

Lesson 2

Word Works
Review Root: *dict*

Read to Understand
Generating Questions
Reading for Prosody; Author's Purpose
Retelling

Extra Practice
Fluency: Timed Reading
Vocabulary

Lesson 3

Word Works
R-Controlled Vowel: *er*

Read to Understand
Previewing Text
Self-Monitoring: Rereading and Clarifying Ideas
Main Idea

Extra Practice
Fluency: 3 Read
Advanced Word Study

Lesson 4

Word Works
Review *R*-Controlled Vowel: *er*

Read to Understand
Previewing Text
Identifying Facts and Details
Retelling

Extra Practice
Fluency: Read with Expression
Vocabulary

Lesson 5

Adventure Checkpoint
Quick Check
Advanced Word Study
Vocabulary Check
Comprehension Check
Fluency: Timed Reading
Home Connection

Lesson 6

Word Works
Introduce Root: *gram*

Read to Understand
Previewing Text
Self-Monitoring: Rereading and Clarifying Ideas
Checking for Understanding

Extra Practice
Fluency: 3 Read
Writing in Response to Reading

Lesson 7

Word Works
Review Root: *gram*

Read to Understand
Activating Prior Knowledge
Main Idea; Summarization
Expository Text Features

Extra Practice
Fluency: Timed Reading
Listening and Speaking

Lesson 8

Word Works
Introduce Root: *graph*

Read to Understand
Previewing Text
Summarization
Checking for Understanding

Extra Practice
Fluency: 3 Read
Writing in Response to Reading

Lesson 9

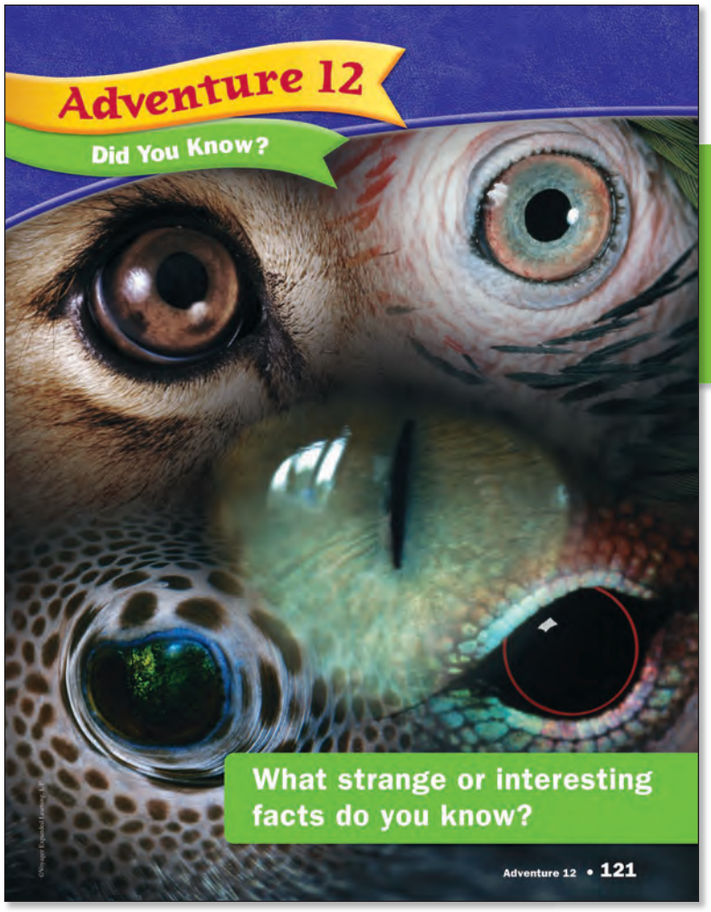
Word Works
Review Root: *graph*

Read to Understand
Generating Questions
Self-Monitoring: Rereading and Clarifying Ideas
Checking for Understanding

Extra Practice
Fluency: Read with Expression
Writing in Response to Reading

Lesson 10

Adventure Checkpoint
Progress Monitoring
Comprehension Assessment
Vocabulary Assessment
In Response
Fluency: Timed Reading
Adventure Wrap-Up
Home Connection



Adventure Starter

Building Background Knowledge

The title of this Adventure is *Did You Know*? We'll be learning some strange and interesting facts about our world. To get us started, here's something you may not know. Have you heard of the miracle fruit? The miracle fruit is a small red berry that grows in West Africa. When you eat it, your taste buds are unable to taste food that is sour. Even the most sour food in the world will taste sweet and wonderful!

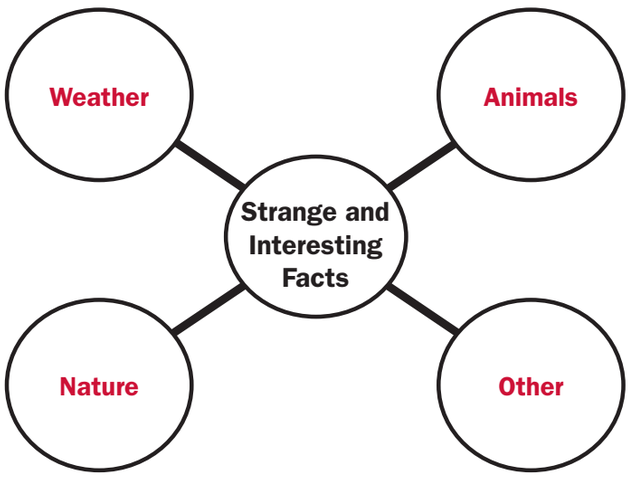
Probing Question

What strange or interesting facts do you know?

Ask the probing question **What strange or interesting facts do you know?**

Draw the graphic organizer on the board. Write *Strange and Interesting Facts* in the center oval. **Some of the passages we'll read in this Adventure describe strange and amazing weather, animals, and other things in nature.** Write *weather, animals, nature* in the web chart. Leave room for listing items in these categories and an additional category. **What things can you name that fall into these three groups?**

Record student responses on the board. If needed, accept responses outside the categories and add them to the web map. Prompt students to explain why they think these things are strange or interesting.



Science Connection: Interesting Facts from Around the World

Word Works

5 min.

2-MINUTE WARM-UP

Compound Words

Write *rainfall* on the board. **Compound words like *rainfall* are made by putting two words together. What two words make the word *rainfall*?** (rain, fall)

Write *earthquake*, *landslide*, *feedback*, *keyboard*, *spaceship*, and *snowflake* on the board. Read the list of words with students. Then have students read the list of words quickly. Encourage students to identify the two words that make each compound word.

TEACHER TIPS

Write the roots and definitions on a large piece of paper that can be posted in the classroom. As roots and definitions are introduced, add them to the list. Encourage students to create their own list on paper that they can keep in a notebook. Explain that they can refer to this list at any time in other classes to help them with a word they may not know.

SOCIAL STUDIES CONNECTION

Collect classroom and library materials about India and comets. Have one group of students collect facts and details about India while the other does the same for comets. Have each group present their findings to the other.

Advanced Word Study (5 min.)

Introduce Root: *dict*

Write *dict* on the board. **This word part is a root. A root can be changed by adding a prefix or suffix. Say the sound of this root.** (/dikt/) Write the word *predict* on the board. Underline the root *dict*. **What is the complete word?** (predict) **The word *predict* means "to tell ahead of time."** Write this sentence on the board: *You can predict the ending of the story using information you already know.* Discuss the meaning of *predict*.

Write the words *dictionary*, *contradict*, *dictator*, *dictate*, and *verdict* on the board. Underline the root of the first word. **What is the root?** (dict) **What is the word?** (dictionary) Use the word in a sentence: **Tran used a *dictionary* to look up the meanings of his vocabulary words.** Discuss the meaning of *dictionary*. Continue this procedure with the remaining words.

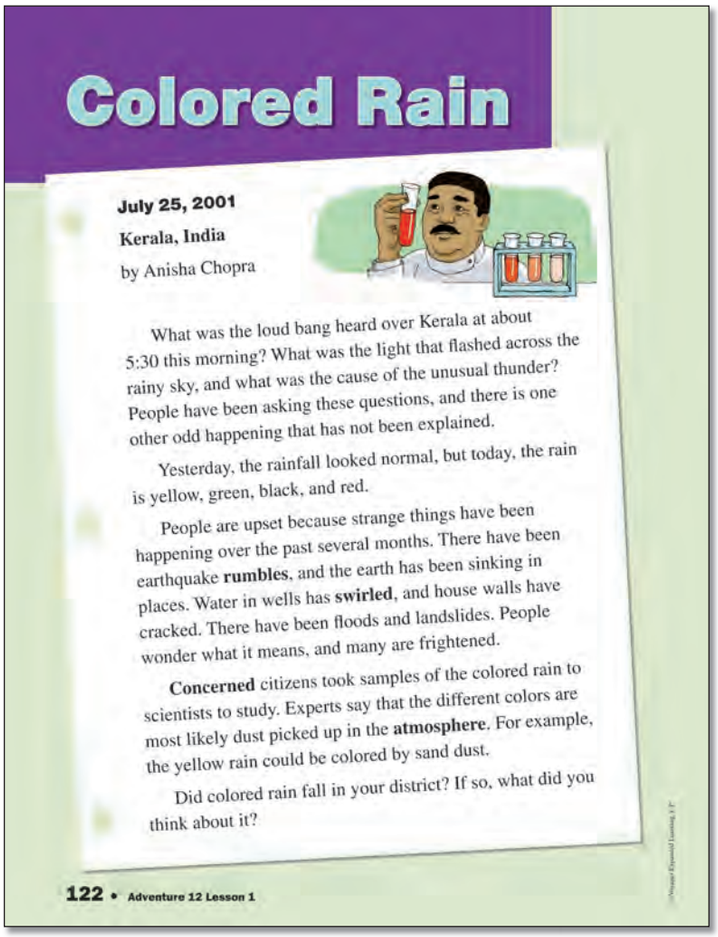
RETEACH Write the words on the board. Ask students to copy the list and underline the root in each word they wrote. Use each word in a sentence, having a volunteer point on the board to the word you used. Present the words in sentences in a random order.

ENGLISH LANGUAGE LEARNERS

Monitor English Language Learners' understanding frequently through alternative responses like matching or pointing to a letter, word, or picture.

Read to Understand

25 min.



Colored Rain

July 25, 2001
Kerala, India
by Anisha Chopra

What was the loud bang heard over Kerala at about 5:30 this morning? What was the light that flashed across the rainy sky, and what was the cause of the unusual thunder? People have been asking these questions, and there is one other odd happening that has not been explained.

Yesterday, the rainfall looked normal, but today, the rain is yellow, green, black, and red.

People are upset because strange things have been happening over the past several months. There have been earthquake **rumbles**, and the earth has been sinking in places. Water in wells has **swirled**, and house walls have cracked. There have been floods and landslides. People wonder what it means, and many are frightened.

Concerned citizens took samples of the colored rain to scientists to study. Experts say that the different colors are most likely dust picked up in the **atmosphere**. For example, the yellow rain could be colored by sand dust.

Did colored rain fall in your district? If so, what did you think about it?

122 • Adventure 12 Lesson 1

Before Reading (5 min.)

Previewing Text

Direct students to page 122 in the Student Book. **In this Adventure we will read some passages that may cause you to say, *Did you know . . .* ? Before we read our first passage, we need to make a prediction. With a partner, quickly skim the passage and agree upon a prediction.** Write the predictions on the board.

In this lesson, we will read entries that a girl wrote in a blog. A blog, which comes from the term "Web log," is a Web site that has journal-type entries. People write their journal entries to comment on different subjects. It is like an online diary.

Have students read the title and the introductory paragraph of the first blog entry. Then have them look at the illustrations.

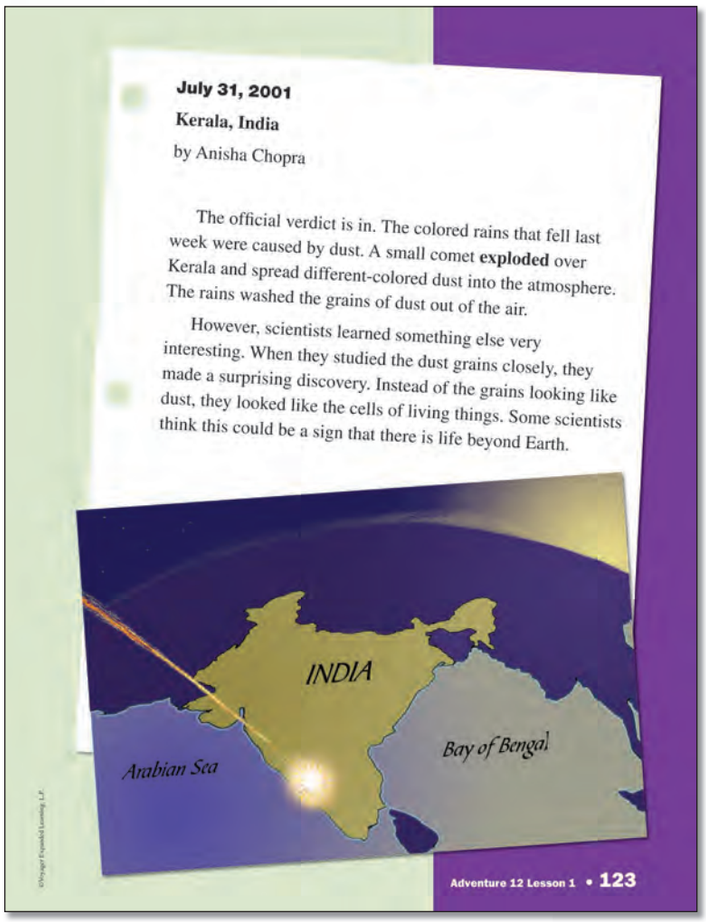
- **What do you already know about blogs?**
- **What do you already know about the country India?**
- **What kind of information do you think you will learn from the blog entries?**
- **What clues tell you this?**

Vocabulary Introduction

Before we read, there are some words that we need to know so that we understand what we are reading. Write the list of vocabulary words on the board. Read the words to the students, pointing to each word as it is read. **Read the words with me.** Point to each word and say the word and its meaning. **What word means "low, heavy rolling sound"?** (rumbles) **Let's see how *rumbles* is used in a sentence.** Read the sentence aloud to students. Repeat the process with all the vocabulary words.

Vocabulary

rumbles	low, heavy rolling sounds **We could hear *rumbles* of thunder as the storm drew closer.**
swirled	spun around **The winds *swirled* around, breaking tree limbs and power lines.**
concerned	interested; troubled **People were *concerned* about the storm.**
atmosphere	the layers of air surrounding Earth **The weather person said that the *atmosphere* was very unstable with more storms coming.**
exploded	blew up **A power transformer *exploded*!**



July 31, 2001

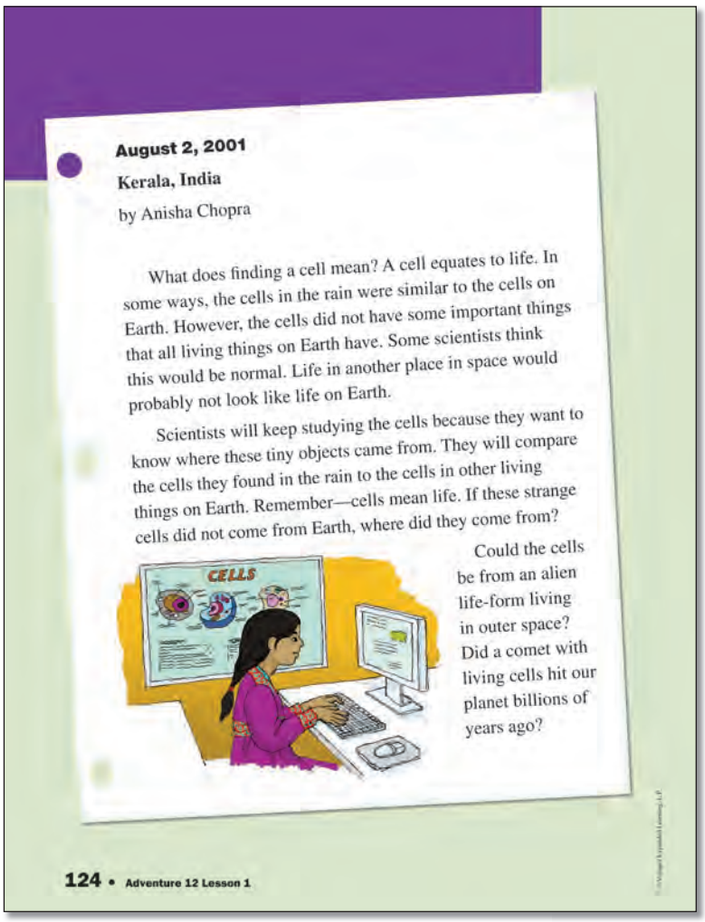
Kerala, India

by Anisha Chopra

The official verdict is in. The colored rains that fell last week were caused by dust. A small comet **exploded** over Kerala and spread different-colored dust into the atmosphere. The rains washed the grains of dust out of the air.

However, scientists learned something else very interesting. When they studied the dust grains closely, they made a surprising discovery. Instead of the grains looking like dust, they looked like the cells of living things. Some scientists think this could be a sign that there is life beyond Earth.

Adventure 12 Lesson 1 • 123



August 2, 2001

Kerala, India

by Anisha Chopra

What does finding a cell mean? A cell equates to life. In some ways, the cells in the rain were similar to the cells on Earth. However, the cells did not have some important things that all living things on Earth have. Some scientists think this would be normal. Life in another place in space would probably not look like life on Earth.

Scientists will keep studying the cells because they want to know where these tiny objects came from. They will compare the cells they found in the rain to the cells in other living things on Earth. Remember—cells mean life. If these strange cells did not come from Earth, where did they come from?

Could the cells be from an alien life-form living in outer space? Did a comet with living cells hit our planet billions of years ago?

124 • Adventure 12 Lesson 1

During Reading (15 min.)

Self-Monitoring: Generating Questions; Retelling

Before we read there is a word that we need to know. Write the word *Kerala* on the board. Pronounce the word for students. Remind students to look for this word as they read.

Remind students that good readers don't always understand everything they read. When that happens, they use Fix-Up Strategies to figure things out.

Write the strategies on the board (*stop, reread, look, think, check*).

Read the first paragraph aloud demonstrating the Fix-Up Strategies as you read, such as stopping to determine the meaning of a word.

Have students read the rest of the story with a partner, using the Fix-Up Strategies as they read. Remind them to look for the vocabulary words and use the CPR strategies for words they do not know.

Before we read this passage, you agreed upon a prediction with a partner. Review the predictions with students, focusing on those that most closely match the contents of the passage.

Sometimes the content has a lot more information than what you can gather from reading the passage's title, headings, pictures, and skimming the text. In this case, I don't know if I could have made a good prediction about this passage. This is one of those occasions where I would want to go back and review my prediction.

Let's take just a moment to review what we have read and retell it. Write *who, what, where, when, why,* and *how* on the board.

Let's use these to create and answer questions about the passage so that we can retell it. Have students work in small groups to create a list of questions and answers from this passage so it can be retold.

When students have finished, have each group present their retell, with the other groups listening for important details and facts that might have been left out.

FLUENCY Choral reading is one strategy that promotes fluency. Reading with a group encourages students to read aloud as well as provides good models of English reading (i.e., pronunciation, intonation, and prosody).

RETEACH Review how to summarize with students. Reread the blog entries with students. Ask students to identify the most important details of the entries. Encourage students to use these details to state a summary in their own words.

After Reading (5 min.)

Identifying Facts and Details

Ask the following questions:

- **Who wrote these blog entries?** *Knowledge* (Anisha Chopra)
- **In your own words, retell what was unusual about the rain that fell in Kerala, India.** *Comprehension* (The rain was all kinds of colors.)
- **The author stated that people were upset because of the strange things that were happening. What does this mean?** *Comprehension* (The people were worried because they did not understand the things that were happening.)
- **What can you infer about the cells that colored the rain?** *Analysis* (Possible answer: Scientists had never seen these types of cells before.)
- **Why did the scientists compare the cells in the rain with the cells of living things on Earth?** *Comprehension* (Possible answer: Scientists were familiar with the cells of living things on Earth.)

15 min.

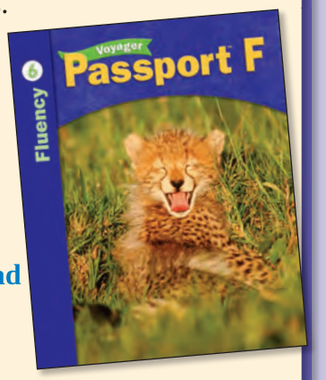
Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.



1. **Meet with your partner and take turns reading the story aloud.**
2. **Then read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Informative Writing

Review the parts of a blog entry. Discuss how a blog entry is like a journal entry. Ask students to write their own blog entry to tell about something that has happened at their school, in their community, or in their state.

Word Works

5 min.

2-MINUTE WARM-UP

Sight Words

Write *today, several, scientists, week, cells, cause, probably,* and *instead* on the board and have students read the list. As students read chorally, circle any words students read incorrectly or hesitate on. Review the circled words by having students spell, then read. Have students read the list again.

TEACHER TIPS

When reading aloud to students, make frequent eye contact and vary use of facial expressions to enhance students' understanding of the text. Clarify unknown words or phrases.

ENGLISH LANGUAGE LEARNERS

Use actions and manipulatives (clapping, stomping, chips) to actively engage English Language Learners.

Advanced Word Study (5 min.)

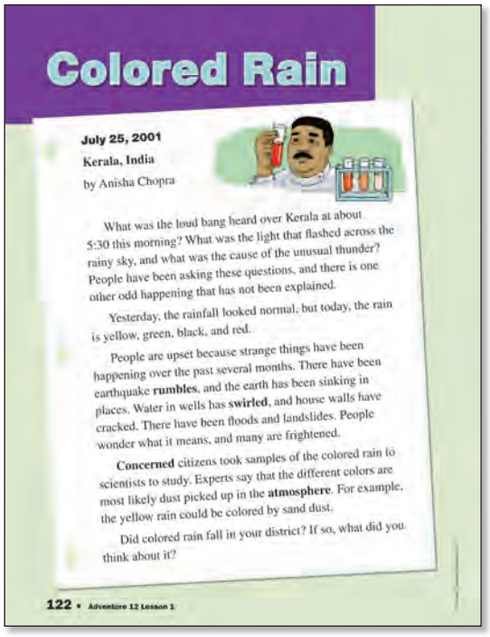
Review Root: *dict*

Write the word *predict* on the board. Use the word in a sentence: **If you saw gray clouds in the sky, what would you *predict*?** Have students repeat the question. Then have volunteers answer the question, using a response that makes sense. (Possible response: *I would predict that it will rain.* Continue the activity using the words *dictionary, contradict, dictator, dictate,* and *verdict*.

RETEACH Have students pick a word from the board. Ask them to underline the base word *dict* and then write a sentence using the word. Have students take turns writing their sentence on the board. Read the sentences chorally.

Read to Understand

25 min.



Colored Rain

July 25, 2001
Kerala, India
by Anisha Chopra

What was the loud bang heard over Kerala at about 5:30 this morning? What was the light that flashed across the rainy sky, and what was the cause of the unusual thunder? People have been asking these questions, and there is one other odd happening that has not been explained.

Yesterday, the rainfall looked normal, but today, the rain is yellow, green, black, and red.

People are upset because strange things have been happening over the past several months. There have been earthquake **rumbles**, and the earth has been sinking in places. Water in wells has **swirled**, and house walls have cracked. There have been floods and landslides. People wonder what it means, and many are frightened.

Concerned citizens took samples of the colored rain to scientists to study. Experts say that the different colors are most likely dust picked up in the **atmosphere**. For example, the yellow rain could be colored by sand dust.

Did colored rain fall in your district? If so, what did you think about it?

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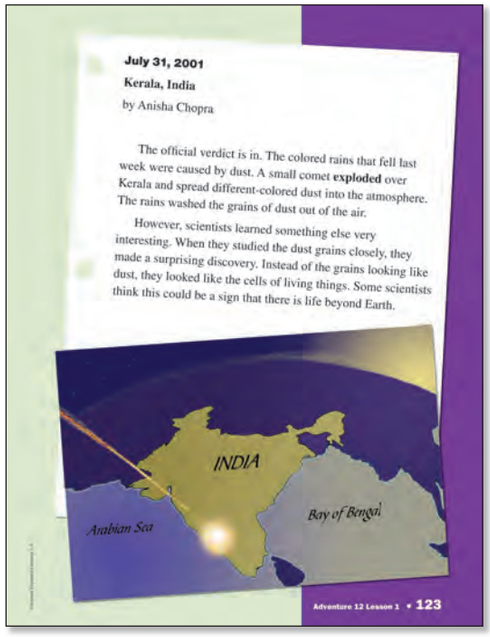
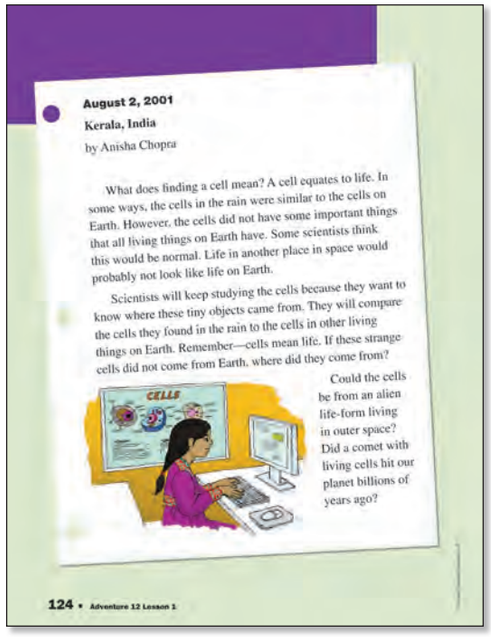


July 31, 2001
Kerala, India
by Anisha Chopra

The official verdict is in. The colored rains that fell last week were caused by dust. A small comet **exploded** over Kerala and spread different-colored dust into the atmosphere. The rains washed the grains of dust out of the air.

However, scientists learned something else very interesting. When they studied the dust grains closely, they made a surprising discovery. Instead of the grains looking like dust, they looked like the cells of living things. Some scientists think this could be a sign that there is life beyond Earth.

Adventure 12 Lesson 1 • 123



August 2, 2001
Kerala, India
by Anisha Chopra

What does finding a cell mean? A cell equates to life. In some ways, the cells in the rain were similar to the cells on Earth. However, the cells did not have some important things that all living things on Earth have. Some scientists think this would be normal. Life in another place in space would probably not look like life on Earth.

Scientists will keep studying the cells because they want to know where these tiny objects came from. They will compare the cells they found in the rain to the cells in other living things on Earth. Remember—cells mean life. If these strange cells did not come from Earth, where did they come from?

Could the cells be from an alien life-form living in outer space? Did a comet with living cells hit our planet billions of years ago?

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Before Reading (5 min.)

Generating Questions

Have students turn to page 122 in the Student Book. Explain to students that before they read, they should ask questions to see what information they can gather about the topic.

Model how to ask these questions:

What can I learn about this blog by reading the title? (the topic: colored rain)

What can I learn from the dates of the entries? (how long ago the entries were written) **What can I learn from the location of the author?** (where the events described took place)

As I read I can ask myself questions, such as *who, what, where, when, why,* and *how*. As I ask them, I will be more aware of the answers when I read them.

Vocabulary Review

Write the list of words on the board. Have students write the words in their vocabulary logs. **I will say a sentence with a blank in it. You need to fill in the blank with a vocabulary word. Once we know which word best completes the sentence, we will say the sentence together.** (For example: **The water** (pause) **around the drain.** [swirled]) Continue until all the vocabulary words have been used.

RETEACH Use Reteach Blackline Master page 67 to provide additional support or practice with the vocabulary.

Vocabulary

rumbles	low, heavy rolling sounds **Davy heard *rumbles* from the airplane overhead.**
swirled	spun around **The water *swirled* around the drain.**
concerned	interested; troubled **Everyone was *concerned* about the war.**
atmosphere	the layers of air surrounding Earth **The *atmosphere* of Earth normally protects it.**
exploded	blew up **Could a comet have *exploded* over India?**

During Reading (10 min.)

Reading for Prosody; Author's Purpose

Have students reread the passage independently. You may wish to pair a stronger reader with one who is still struggling with fluency.

Have students turn to the first blog entry (July 25, 2001).

When we read, we can ask questions of what we are reading. We can also pay attention to how we read. Are we reading so fast that we miss important information? Are we skipping words and sentences? If we are aware of how we read, we can work at becoming better readers.

Let's read the first page together. As we read, pay attention to what you are doing. Are you just saying the words without thinking about what they mean? What do you do when you come to a part of the passage that you do not understand? Do you skip it and move on to the next one?

Choral read the first page. Ask students if they were aware of what they were doing as they were reading. Explain to students that if we are aware of what we are doing, then we can change and improve the way we read.

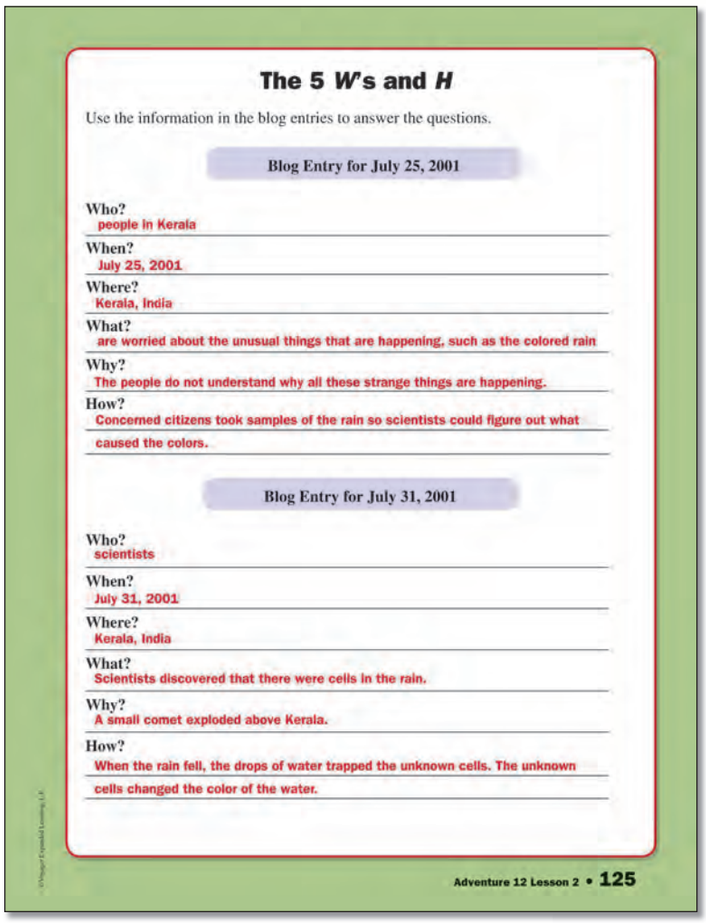
An author usually has a purpose for writing. What are some reasons for an author to write something? (wants to share information; has a story to share; it is part of his or her job)

What is the author's purpose for writing this blog? (She has something that she wants to tell others; she wants to write about the unusual rain; she's hoping to hear from others with the same questions or answers.)

When we can identify the author's purpose for writing, it can help us understand what was written.

RETEACH Have students work with a partner. Tell the partners to read the first blog entry together. Then have students talk about what they did as they were reading. Were they rereading if necessary? Were they aware of what they were doing as they were reading?

FLUENCY Model how emphasizing different words assists in comprehension and changes the meaning of the sentence. Model reading for students.



The 5 *W*'s and *H*

Use the information in the blog entries to answer the questions.

Blog Entry for July 25, 2001

Who?
people in Kerala

When?
July 25, 2001

Where?
Kerala, India

What?
are worried about the unusual things that are happening, such as the colored rain

Why?
The people do not understand why all these strange things are happening.

How?
Concerned citizens took samples of the rain so scientists could figure out what caused the colors.

Blog Entry for July 31, 2001

Who?
scientists

When?
July 31, 2001

Where?
Kerala, India

What?
Scientists discovered that there were cells in the rain.

Why?
A small comet exploded above Kerala.

How?
When the rain fell, the drops of water trapped the unknown cells. The unknown cells changed the color of the water.

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After Reading (10 min.)

Retelling

When we retell, we provide the answers to the 5 *W*'s and *H*: *who, what, where, when, why,* and *how*. A good retell does not include all the information, only the most important.

Have students complete Student Book page 125 as a group, individually, or in pairs. Review their responses. Have students use the activity to retell the passage to a partner.

15 min.

Extra Practice

FLUENCY PRACTICE

Timed Reading

Materials: Fluency Books

Distribute the Fluency Books.

1. **Quickly read the story to yourself and make sure you know all the words.**
2. **Tell your partner to start the timer and call "time" after 1 minute.**
3. **Read carefully and stop when your partner calls "time." Mark the place where you stopped.**
4. **Count the number of words you read.**
5. **In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.**
6. **Switch roles with your partner.**

VOCABULARY

Parts of Words

Materials: letter squares and trays

Explain to students that each of the vocabulary words except *atmosphere* has a suffix. Students are to take the words and try to add a different suffix to the word, such as *-ing* or *-ly*. Students may also see what other words they can build with one of the words, such as *explosion* for *exploded*. Encourage students to use dictionaries.

Word Works

5 min.

2-MINUTE WARM-UP

Two- to Three-Letter Words Ending in a Vowel

Write the words *cry, so, she, be, the, go,* and *by* on the board. Read the list of words with students. Then have students read the list of words quickly. Point out that there is a vowel at the end of each word. Ask students to name the vowel at the end of each word. Draw a four-column chart with the headings *e, o,* and *y* on the board. Ask students to list the words under the appropriate heading on the chart. Have students reread the list, according to how they are grouped on the chart.

SCIENCE CONNECTION

Collect classroom and library resources about light and air. Remind students that sunlight and air work together to create a mirage. Have students draw a two-column chart with the headings *Sunlight* and *Air*. Have students use the materials as well as what they know to create a list of reasons why sunlight and air are both important resources. Point out that some ideas will fit under both headings. For example, plants need sunlight and air to make their own food.

Advanced Word Study (5 min.)

R-Controlled Vowel: *er*

Write the letters *er* on the board. **We know that these letters make the sound /ər/ as in *her*.**

Write these words on the board: *underneath, blunder, ever, water, weather, together, layers,* and *different*. Read the words with students. For each word, have students come to the board and circle the *r*-controlled vowel. Have students brainstorm a list of other words that have *-er.*

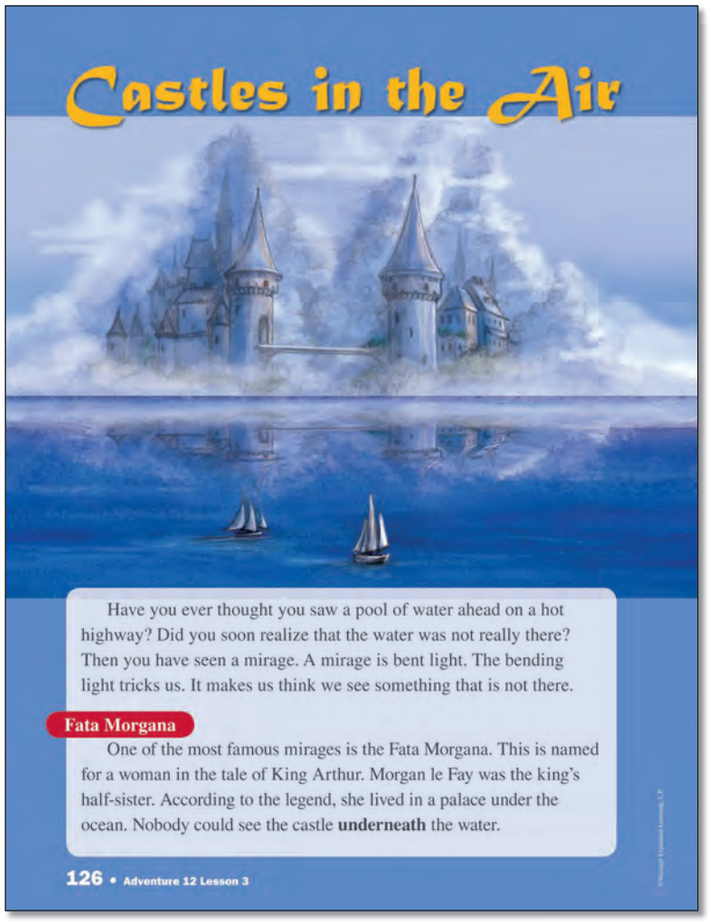
RETEACH Write the words on the board. Have students copy the list of words. Pair students and have them read the list to each other. Have students use the words in sentences.

ENGLISH LANGUAGE LEARNERS

Teach in small groups made of native and non-native English speakers. This will provide English Language Learners with multiple opportunities to hear good models of English and correct pronunciation of sounds. In addition, they will have more opportunities to practice and receive teacher feedback and support.

Read to Understand

25 min.



Castles in the Air

Have you ever thought you saw a pool of water ahead on a hot highway? Did you soon realize that the water was not really there? Then you have seen a mirage. A mirage is bent light. The bending light tricks us. It makes us think we see something that is not there.

Fata Morgana

One of the most famous mirages is the Fata Morgana. This is named for a woman in the tale of King Arthur. Morgan le Fay was the king's half-sister. According to the legend, she lived in a palace under the ocean. Nobody could see the castle **underneath** the water.

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Before Reading (5 min.)

Previewing Text

Have students turn to Student Book page 126. **Before we read, we skim and make predictions.** Place students in groups and have each group preview the passage together. Then, as a group, students agree on a prediction. Write the predictions on the board.

In this lesson, we will learn about mirages. Have students read the title and the first paragraph of the passage.

Ask the following questions:

- **What do you already know about mirages?** (Answers will vary.)
- **What kind of information do you think you will learn from the passage?** (Answers will vary.)
- **What clues tell you this?** (Answers will vary.)

Vocabulary Introduction

Before we read, we need to learn the words that appear in the passage. Write the list of vocabulary words on the board. Read the words to the students, pointing to each word as it is read. **Read the words with me.** Point to each word and say the word and its meaning. **Which word means "below"?** (underneath) **Let's see how *underneath* is used in a sentence.** Read the sentence aloud to students. Repeat the process with all the remaining vocabulary words.

Vocabulary

underneath	below **Sailors thought a castle was *underneath* the ocean's surface.**
vision	an image **I saw a *vision* of a lake in the desert but it was just a mirage.**
blunder	to make a terrible mistake **Sailors would often *blunder* and sail toward a mirage.**
dangerous	not safe **Mirages can be *dangerous* at times.**
mysterious	difficult to explain **Mirages seem *mysterious* until you learn what causes them.**

RETEACH Have students select a word, say the word, and use it in a new sentence that clearly conveys the word's meaning. If students use the word incorrectly, repeat the word's definition and use it in a sentence. Have students use the word in a new sentence.

The legend says that sometimes the castle would rise above the sea. Sailors would see a **vision** of a lovely, tall castle. They thought it was a safe place to land. However, the castle was not really there. It was a mirage but the sailors did not know this. They would **blunder** and sail toward it. This often cost the sailors their lives.

Mirages can make sailors think there are mountains nearby. In fact, the mountains may just be low hills. What makes this happen? There is a good explanation. Today, we understand why "castles" can appear in the air.

Sunlight and Air

The atmosphere of Earth produces the weather. The sun gives off light. Sunlight and air act together to make some beautiful sights. They make colorful rainbows and sunsets. They also make mirages.

Adventure 12 Lesson 3 • 127

Air forms in layers in our atmosphere. Each layer may have a different temperature than the other. As light travels through air, it bends. Different temperatures of air make light bend in different ways. The light from the sun bends up when it hits the hot surface of a road. On the road, where the light bends, we may see a mirage. It may be the reflection of the sky shimmering in front of you. The reflection of the sky looks like a pool of water on the road. It may look like water.

Sunlight hitting cold air bends down. This makes what is below the light look larger and taller than it really is. This is how a Fata Morgana mirage works. These visions often show up above water. This is how sailors can see a "castle in the air." It also explains how they can believe they are close to shore. They can believe mountains are larger than they really are. A Fata Morgana can be beautiful. It can also be **dangerous**.

Get Real

The term *Fata Morgana* is still popular today. It means a vision, or something not quite real. People like the idea of something **mysterious**. Mirages once were a mystery, but now we know how they are caused. There are still other mysteries to be solved.

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During Reading (15 min.)

Self-Monitoring: Rereading and Clarifying Ideas

Before we read our passage, there is a word that you need to know. Write the word *mirage* on the board. Point to the word as you read it aloud. **Where have you heard this word before?** (Answers will vary.) **Some words we know because we have heard them many times, but when we see them in a passage, we may not recognize them.**

Before students read the passage, remind them that good readers don't always understand everything they read. When that happens, they slow down and use Fix-Up strategies to figure things out. Write the strategies on the board (*stop, reread, look, think, check*).

When students finish reading the passage, have students turn to the first page of the passage and follow along as you read the first two paragraphs aloud. Demonstrate using Fix-Up strategies as you read.

For example, after reading the second paragraph, say: **I don't understand why the author says light bends. I don't see how that can happen but maybe later in the passage it will be explained.**

These are strategies that we can use whenever we are reading a passage for the first time. What strategies did you use when you first read this passage? (Answers will vary.)

Of the strategies, which ones do you find to be most helpful? (Answers will vary.)

Just like the passage about the strange weather in Kerala, India, this one had some interesting information. Let's list some of the facts and details that we read.

Have students skim the passage for facts and details that they found interesting. List them on the board.

When we can identify specific facts and details, it helps us understand what we are reading, and we can also use them for when we retell the passage to someone else.

Have students work with a partner to reread the rest of the passage and generate and answer questions. Have students verify their predictions, then ask them to share some of their questions and answers.

Subheads help readers predict what information they will find in a section. Subheads are a feature of expository text. Subheads are much like the title of a chapter in a book.

Have students read the first subhead. Ask what they think they will learn about in this section of the passage. (what Fata Morgana is)

Read the first paragraph aloud. Ask students if they still think the passage is about something unusual. (yes)

Continue with the remaining subheads in the passage.

FLUENCY Discuss how good readers use pauses to help the listener understand what is being read. Provide examples and non-examples of what the correct use of pauses sounds like. Read a section of this passage, modeling how to pause at the subhead and reading at the proper rate for informational text.

After Reading (5 min.)

Main Idea

Have students reread the third paragraph of the passage.

- **What is the most important *who* or *what*?** (a mirage of a castle)
- **What is the most *important information*?** (sailors thought it was real)
- **What is the main idea stated in the least *number* of words?** (Sailors thought that a mirage of a castle was real.)

Being able to identify the main idea of a paragraph, section, or passage helps us when we read.

15 min.

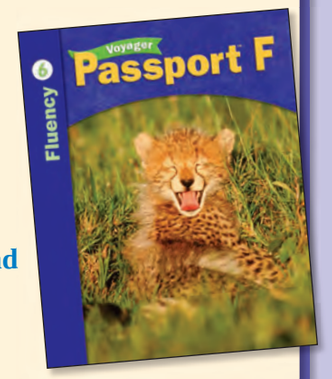
Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.



1. **Meet with your partner and take turns reading the story aloud.**
2. **Then read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then tell each other about the story you read.**

ADVANCED WORD STUDY

Affixes

Materials: letter squares

Students work with a partner, taking turns creating words with the affixes. Students list the words on the paper with the goal to create the longest, correctly spelled word with an affix. Encourage students to use a dictionary if one is available.

Word Works

5 min.

2-MINUTE WARM-UP

Spelling

You will spell words that you can read. Some letters in these words may not make the sounds you know. Write *toward* on the board. **Read the word *toward*.** (toward)

Now, spell *toward*. (t-o-w-a-r-d)

Cover the word.

Write *toward*. Pause while students write the word on their write-on boards.

Check it together. **Read the word.** Pause. **Say the letters you wrote.**

Uncover the word. **Does your word look like mine?** Have students correct the word if it is misspelled.

Now read the word again. Repeat with *road, fact, ocean, bring, believe, beautiful,* and *sky*.

ASSESSMENT

At the end of an activity or lesson, tell the students whether they have mastered the skill taught. For students who have not mastered the skill, pair them with a student who has mastered the concept. Have the pairs review the exercise.

Advanced Word Study (5 min.)

Review *R*-Controlled Vowel: *er*

Write the word *underneath* on the board. Use the word in a sentence: **What can you put *underneath* your desk?** Have students repeat the question. Then have volunteers answer the question, using a response that makes sense. Example: *I can put my textbooks underneath my desk.* Repeat with *blunder, ever, water, weather, together, layers,* and *different.*

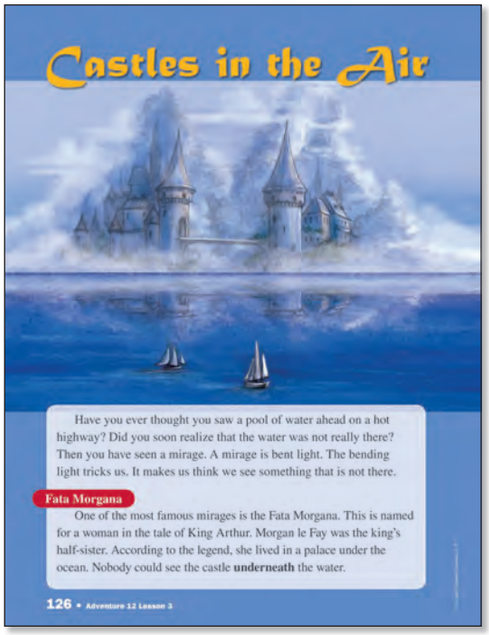
RETEACH Have students pick a word from the board. Ask them to write a sentence using the word. Have students take turns writing their sentence on the board, underlining the controlled *-er*. Read the sentences chorally.

ENGLISH LANGUAGE LEARNERS

Monitor English Language Learners' understanding frequently through alternative responses like matching or pointing to a letter, word, or picture. Reference any charts or materials in the classroom that supports instruction as well as provide reference materials, such as a list of affixes and their meanings, to students for independent reference and use during lessons.

Read to Understand

25 min.



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The legend says that sometimes the castle would rise above the sea. Sailors would see a **vision** of a lovely, tall castle. They thought it was a safe place to land. However, the castle was not really there. It was a mirage but the sailors did not know this. They would **blunder** and sail toward it. This often cost the sailors their lives.

Mirages can make sailors think there are mountains nearby. In fact, the mountains may just be low hills. What makes this happen? There is a good explanation. Today, we understand why "castles" can appear in the air.

Sunlight and Air

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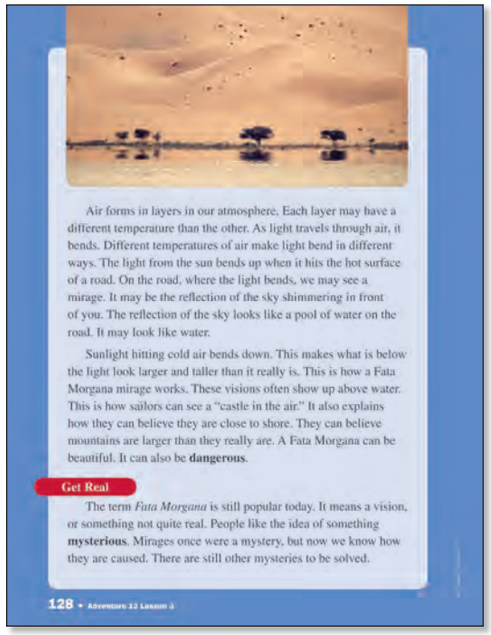

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Get Real

The term *Fata Morgana* is still popular today. It means a vision, or something not quite real. People like the idea of something **mysterious**. Mirages once were a mystery, but now we know how they are caused. There are still other mysteries to be solved.

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Before Reading (5 min.)

Previewing Text

Have students turn to page 126 in the Student Book. Explain to students that before they read they should ask questions to see what information they can gather about the topic. Model how to ask these questions:

- **What can I learn about this passage by reading the title?** (This will have something to do with castles.)
- **What clues can I get from the headings?** (what each section will be about)
- **Which heading is the least helpful? Why?** (Get Real because you can't tell what that part of the passage will be about)
- **What can I learn from the pictures?** (what a mirage looks like)

Vocabulary Review

Before we reread the passage, let's review the vocabulary words from this passage. Write the list of words on the board. Have students write the words in their vocabulary logs. Use the vocabulary words to create a sentence asking students to show "how" they interpret the words.

- **Show me how you would hide *underneath* something.**
- **Show me how you would look if you saw a *vision* of an unusual mirage.**
- **Show me how you would look if you saw something *dangerous*.**
- **Show me how you would look if you saw something *mysterious*.**
- **Show me how you look when you have *blundered*.**

Vocabulary

underneath	below **There was no monster *underneath* the bed.**
vision	an image **The great whale was a *vision* of power as it swam by our little boat.**
blunder	to make a terrible mistake **The gymnast hoped she wouldn't *blunder* and fall off the beam.**
dangerous	not safe **Hiking in the desert can be *dangerous*.**
mysterious	difficult to explain **Our neighbor had a *mysterious* visitor.**

RETEACH Use Reteach Blackline Master page 68 to provide additional support or practice with vocabulary. Read the instructions with students. You may have to go over the definitions again. Encourage students to share their responses with the class.

During Reading (10 min.)

Identifying Facts and Details

Have students reread the passage with a partner, pointing out interesting facts and details to each other. Remind students to ask questions about the passage as they read as well as to use vocabulary strategies for words they may not know.

Have students turn back to the first page of the passage.

Read the title and first two paragraphs aloud. **Based on what we just read, why do some weather events grab our attention?** (because they may be unusual or dangerous) **Things that are unusual, different, or dangerous usually will capture a person's attention. The passages for the last several lessons have been about unusual weather. Because they are interesting, it is often easier to remember the facts and details to retell to others.**

When you use the 5 *W*'s and the *H*, you are also identifying certain facts and details. You can use these facts and details to help you retell what you have read. Write *who, what, where, when, why,* and *how* on the board.

Sometimes the answers to these questions are right there in the passage, easy to see.

Have students turn to page 129 in the Student Book. They may work with a partner to answer these questions using the passage.

When students have finished, review their answers as a class. They will use their answers to create a paragraph in After Reading.

FLUENCY Select a paragraph that requires expression and inflection, such as dialogue or high action. Read the paragraph aloud using expression and inflection. Then, have students take turns reading the paragraph, practicing expression and inflection.

Retelling

When retelling information from the passage, answer the questions *who, what, where, when, why,* and *how* if those questions are answered in the passage.

	Who?	What?	Where?	When?	Why?	How?
Fata Morgana Paragraphs 2, 3, and 4	sailors	Fata Morgana, a famous mirage; sailors crashed into the shore	The mirage is seen above the ocean.	whenever a mirage is created	because they thought they saw a castle, which would be a safe place to land	
Sunlight and Air Paragraphs 5, 6, and 7			in the atmosphere; on land; over water	whenever air and light meet	Cold and hot air bend light creating a mirage.	Light bends as it travels through the layers of the air.

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After Reading (10 min.)

Retelling

A good retelling will tell *who, what, where, when, why,* and *how*—if those questions are answered in the passage. Use the information from page 129 in the Student Book to write a paragraph that retells the information in this passage.

Have students work individually or with a partner. Encourage students to help each other with spelling, punctuation, and content.

Have students present their final writings to the class, reading the paragraphs aloud.

15 min.

Extra Practice

FLUENCY PRACTICE

Read with Expression

Materials: Fluency Books

Explain to students that good readers use expression when reading. Model reading a sentence using good expression. Have partners reread a passage in the Fluency Books to each other using good expression so that their reading sounds like natural speech.

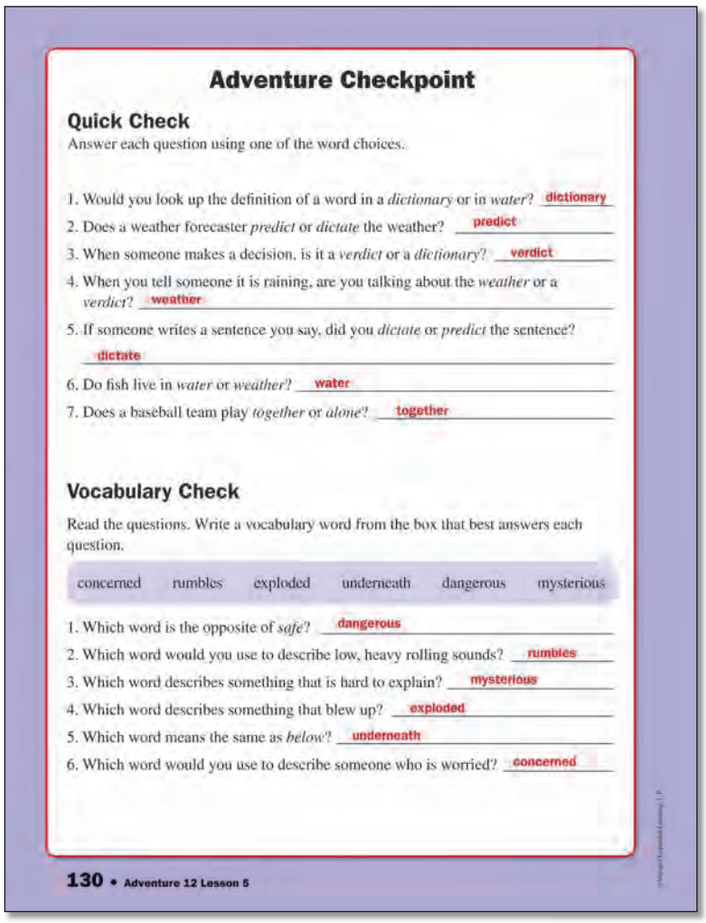
VOCABULARY

Word Associations

Have students select two word family groups, such as *-ank, -ope,* or *-eap,* and then generate a list of words. Students will use these words to create a poem or song, varying rhyming words into a pattern.

Adventure Checkpoint

30 min.



Adventure Checkpoint

Quick Check

Answer each question using one of the word choices.

1. Would you look up the definition of a word in a *dictionary* or in *water*? dictionary
2. Does a weather forecaster *predict* or *dictate* the weather? predict
3. When someone makes a decision, is it a *verdict* or a *dictionary*? verdict
4. When you tell someone it is raining, are you talking about the *weather* or a *verdict*? weather
5. If someone writes a sentence you say, did you *dictate* or *predict* the sentence? dictate
6. Do fish live in *water* or *weather*? water
7. Does a baseball team play *together* or *alone*? together

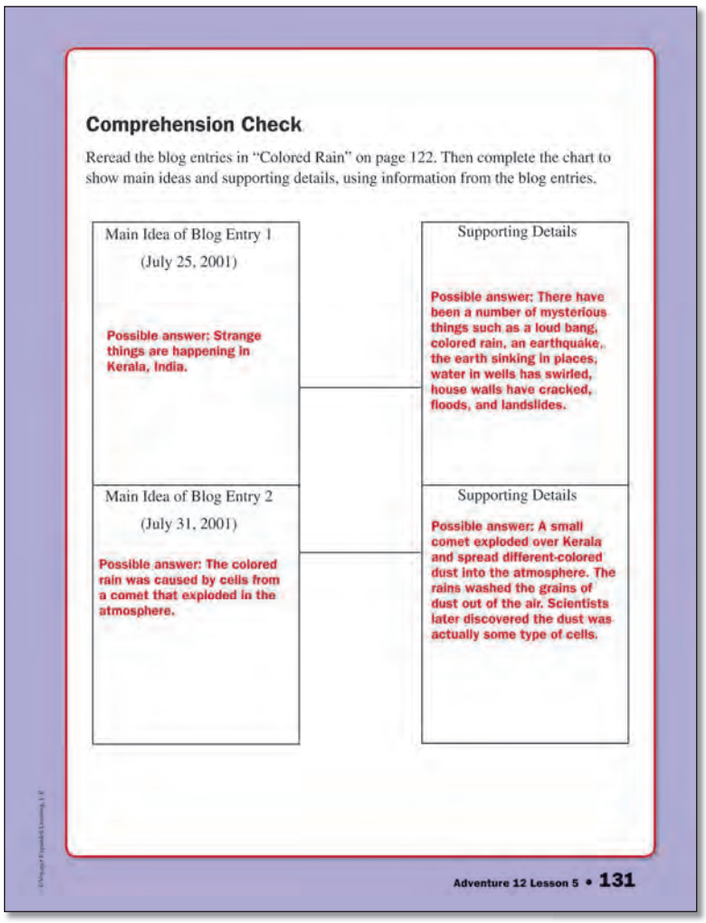
Vocabulary Check

Read the questions. Write a vocabulary word from the box that best answers each question.

concerned rumbles exploded underneath dangerous mysterious

1. Which word is the opposite of *safe*? dangerous
2. Which word would you use to describe low, heavy rolling sounds? rumbles
3. Which word describes something that is hard to explain? mysterious
4. Which word describes something that blew up? exploded
5. Which word means the same as *below*? underneath
6. Which word would you use to describe someone who is worried? concerned

130 • Adventure 12 Lesson 5



Comprehension Check

Reread the blog entries in "Colored Rain" on page 122. Then complete the chart to show main ideas and supporting details, using information from the blog entries.

Main Idea of Blog Entry 1 (July 25, 2001)	Supporting Details
Possible answer: Strange things are happening in Kerala, India.	Possible answer: There have been a number of mysterious things such as a loud bang, colored rain, an earthquake, the earth sinking in places, water in wells has swirled, house walls have cracked, floods, and landslides.

Main Idea of Blog Entry 2 (July 31, 2001)	Supporting Details
Possible answer: The colored rain was caused by cells from a comet that exploded in the atmosphere.	Possible answer: A small comet exploded over Kerala and spread different-colored dust into the atmosphere. The rains washed the grains of dust out of the air. Scientists later discovered the dust was actually some type of cells.

Adventure 12 Lesson 5 • 131

Quick Check (5 min.)

Work with students to complete the activity on page 130 in the Student Book.

Vocabulary Check (10 min.)

Have students complete the activity with a partner. Explain that a vocabulary word is to be matched to its definition.

Comprehension Check (10 min.)

Have students read the blog entries in Lesson 1, "Colored Rain." Use the Comprehension Check activity on page 131 in the Student Book to review the comprehension skills taught in Lessons 1–4.

Students reread "Castles in the Air" on page 126 with a partner, then conduct a timed reading of the passage.

FLUENCY Have students reread the passage with a partner. After partners have read the passage together, have partners do a timed reading of the passage.

- Student 1 reads aloud to student 2, who follows along and corrects as needed.
- At the conclusion of 1 minute, student 1 marks where he or she stopped.
- Student 2 reads aloud to student 1, who follows along and corrects as needed.
- At the conclusion of 1 minute, student 2 marks where he or she stopped.
- Students count the total number of words read.
- Students write their score on the Fluency Chart located in the back of the Student Book.

Home Connection (5 min.)

Distribute Home Connection Blackline Master page 69 and briefly review the skills students have learned in this Adventure (root: dict). Have students reread the passage or excerpt on the page. Tell students to reread the passage to family members and friends at home.

ELL ENGLISH LANGUAGE LEARNERS

English Language Learners profit from phonics instruction even before they are fully proficient in English. Do not delay instruction until a student has a command of English.

RETEACH

If students do not demonstrate proficiency in skills and strategies taught in Lessons 1–4, provide additional instruction using one or more of the following suggestions. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Reteach specific lessons in a one-to-one setting or pairs to provide an increased number of opportunities for multiple responses and correction procedures.
- Include more modeling and additional support in the reteach.
- Use the Reteach Blackline Masters for Lessons 1–4 to provide additional systematic instruction on the key skills.

INDEPENDENT PRACTICE

For students who demonstrate proficiency, have them complete one or more of the following activities:

- One or more of the Adventure Centers located at the end of this Adventure
- Rereading previously read passages with partners and retelling the passages to each other

Word Works

5 min.

2-MINUTE WARM-UP

Letter Combination: *al*

Write the letters *al* on the board. **We know that these letters can make the sound /ȯl/ as in *tall* or /əl/ as in *legal*. What sounds does *al* make?** (/ȯl/ as in *tall*; /əl/ as in *legal*)

Write *legal, animal, alter, called, all, material,* and *small* on the board. Read the list of words with students. Then have students read the list of words quickly. Have volunteers come to the board and underline *al* in the words you have listed.

SOCIAL STUDIES CONNECTION

Collect classroom and library materials about the history of eyeglasses. Have students find out why some people need glasses as well as how glasses help them to see. Students may wish to create a timeline of eyeglass development through the years and indicate how eyeglasses have helped people to see better.

ENGLISH LANGUAGE LEARNERS

When teaching a new skill, select example words that include sounds common to both languages. If you do not speak the student's native language and are unsure of which sounds are part of his or her native language, listen to students' pronunciation for clues.

Advanced Word Study (5 min.)

Introduce Root: *gram*

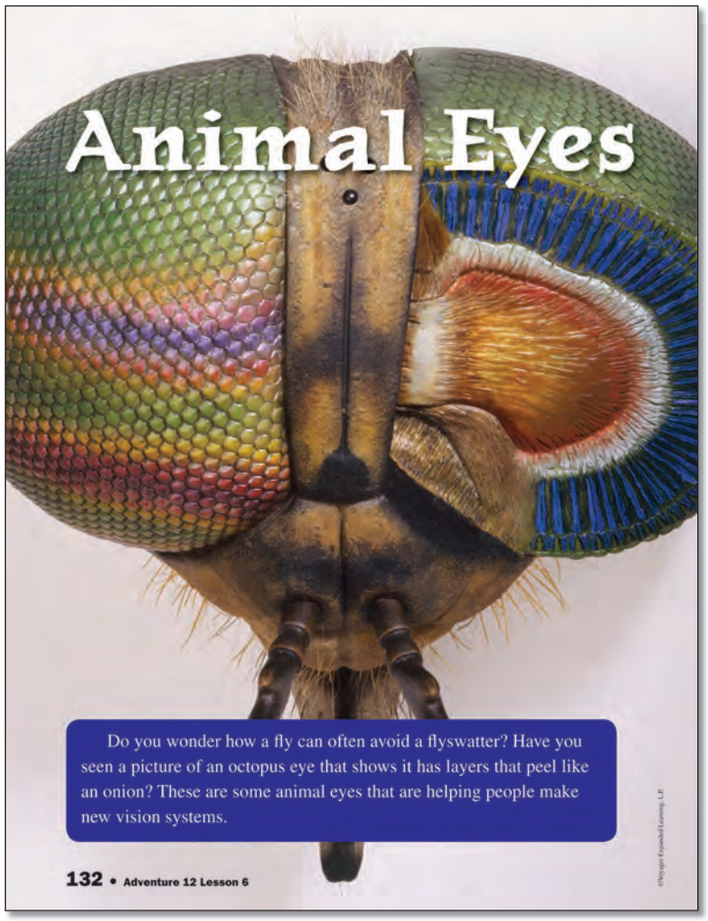
Write *gram* on the board. **This is a root. A root is the word before a prefix or suffix is added. Say this root.** (gram) Write the word *telegram* on the board. Underline the root *gram*. **What is the root?** (gram) **What is the prefix?** (tele-) **What is the complete word?** (telegram) **A *telegram* is a written message sent by *telegraph*. This is how people communicated over long distances before there were telephones.**

Write *diagram, grammar,* and *monogram* on the board. Underline the root of the first word. **What is the root?** (gram) **What is the whole word?** (diagram) **Now I will use *diagram* in a sentence: Peter drew a *diagram* of a clock.** Invite a volunteer to use *diagram* in a sentence. Continue the activity with the remaining words.

RETEACH Write the words on the board. Ask students to copy the list and circle the root in each word they wrote. Use each word in a sentence, having a volunteer point on the board to the word you used. Have students repeat the sentences you say.

Read to Understand

25 min.


Animal Eyes

Do you wonder how a fly can often avoid a flyswatter? Have you seen a picture of an octopus eye that shows it has layers that peel like an onion? These are some animal eyes that are helping people make new vision systems.

132 • Adventure 12 Lesson 6

Before Reading (5 min.)

Previewing Text

Direct students to turn to page 132 in the Student Book. **During our last lesson we read a passage about a famous mirage and what causes it. Today we will read a new passage, but before we begin, we will skim the passage and make predictions about what we will read.**

Have students preview the passage in small groups. Then, as a group they must agree on a prediction. Write the predictions on the board.

In this passage we will learn about animal eyes. Have students read the title and the first paragraph of the passage.

- **What do you already know about animal eyes?** (Answers will vary.)
- **What kind of information do you think you will learn from the passage?** (Answers will vary.)
- **What clues tell you this?** (Answers will vary.)

Vocabulary Introduction

Before we read, there are some words that we need to know. Write the list of vocabulary words on the board. Read the words to the students, pointing to each word as it is read. **Read the words with me.** Point to each word and say the word and its meaning. **What word means "a bent surface"?** (curved) **Let's see how *curved* is used in a sentence.** Read the sentence aloud to students. Repeat the process with the remaining vocabulary words.

Vocabulary

curved	a bent surface **The pot was *curved* so the plant could fit in it just right.**
directs	causes to go somewhere **The track on a roller coaster *directs* the cars toward the right ramp.**
compound	has two or more parts **The car has a *compound* joint between the rear wheels.**
various	several different **There are *various* types of ice cream.**
alter	change **She can *alter* her answer on the quiz after talking to the teacher.**

RETEACH Have students pick a word from the board. Ask them to say a sentence using the word. Write students' sentences on the board or an overhead. Read the sentences chorally.

How Eyes Work

Different animals have different kinds of eyes. The basic way eyes work is the same. Light bounces off an object. The light goes from the object into the eye. The light from the object hits a lens in the eye. A lens is a **curved** part of the eye. It **directs** light rays. The lens guides the light to a spot in the back of the eye. The animal's nervous system then forms a picture of the object. The nervous system "sees" the picture as the object.

Some animal eyes operate like cameras. They have just one lens. Some animals have eyes with many lenses. These are called **compound** eyes. Flies have compound eyes. The lenses let them see from **various** angles. This is how flies can see a flyswatter coming. They can move out of the way quickly.

Animals with eyes like cameras focus their lenses in different ways. Some animals have muscles that **alter** the curve of the lens. Some animals have a place behind the lens that fills with liquid. The liquid moves the lens. The octopus eye peels layers back. This helps the octopus eye focus in different light.

The eyes of an octopus have many layers.

Adventure 12 Lesson 6 • 133

The Future of Seeing

Scientists are able to use the way compound eyes work. They can make a round plastic eye with lenses all around it. Using many lenses lets the eye focus light in all directions. Each lens is hooked to a sensor. The sensor sends light to a machine. The machine can "see" a picture of an object.

Real eyes are round and soft. Cameras use hard, glass lenses. To make the new eyes, engineers will use plastic. The plastic material is soft. It bends into different shapes. New cameras will work much better than they do now. Someday, there may be human eyes made from plastic.

Scientists will make tiny seeing machines that will fit in very small places. People may be able to swallow an "eye" the size of a pill. Doctors will be able to see all around inside their patients' bodies. Police may be able to put "eyes" in the sky that will see. They will record what happens in areas like parking lots. Scientists will use the new vision systems to drive vehicles on Earth and in space. We will owe many of these inventions to animal eyes.

134 • Adventure 12 Lesson 6

During Reading (15 min.)

Fix-Up Strategies

Before we read, there are two words that we need to know. Write the words *liquid* and *cameras* on the board. Pronounce the words for students. Remind students to look for these words as they read.

When you previewed the passage, did you notice if it had expository features or narrative features? (expository)

How do we read an expository passage for the first time? (slowly and carefully while paying attention to details)

As you read this passage, read it slowly and carefully. Remember to use the Fix-Up Strategies as you read. Write the following on the board, then read them aloud: (*stop, reread, look, think, check*). Go over the meanings. **These are important strategies to use as you read.**

Have students read the passage with a partner. Monitor the various student pairs and caution those students who are reading too fast to slow down and make sure they understand what they are reading. Encourage students to use the Fix-Up Strategies as they read. Model how to think out loud if students are reluctant to use this strategy. When students have finished, verify their predictions on the board.

What Fix-Up Strategies did you find helpful as you read this passage? (Answers will vary.)

Now that we have read the passage slowly and carefully, let's choral read it together, being sure to read fluently and with expression, pausing for subheadings. Choral read the passage with students.

FLUENCY Choral reading is one strategy that promotes fluency. Reading with a group encourages students to read aloud as well as provides good models of English reading (i.e., pronunciation, intonation, and prosody).

After Reading (5 min.)

Checking for Understanding

Ask the following questions:

- **What is this passage mostly about?** *Comprehension* (the different types of eyes)
- **The author stated a fly can *avoid* a flyswatter. What does this mean?** *Comprehension* (The fly uses its eyes to stay away from the flyswatter.)
- **Why do you think that scientists are trying to make an eye?** *Application* (to help people who cannot see or who have lost an eye)
- **The author stated that some animal eyes *operate* like cameras. What does this mean?** *Comprehension* (Some animal eyes work like cameras.)
- **What is one difference between a fly's eyes and the eyes of an octopus?** *Analysis* (A fly has compound eyes with many lenses. An octopus has eyes with layers that peel back so it can see in different light.)

15 min.

Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.

1. **Meet with your partner and take turns reading the story aloud.**
2. **Then read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Informative Writing

Have students list interesting facts and details from the passage on paper. Then, have students combine their information into a short informational paragraph that retells the passage they read.

Word Works

5 min.

2-MINUTE WARM-UP

Sight Words

Write the words *fly, quickly, inside, scientists, machine, round, system,* and *behind* on the board. Read the words aloud to students. Have them repeat the words after you say them. Point to a word at random and have a volunteer read it.

ELL ENGLISH LANGUAGE LEARNERS

Teach phonics skills in a meaningful context. Select certain words to teach in a word list. Provide a quick introduction to selected words, then move back to the phonics lesson. Use the word quickly in a sentence, with pictures, actions, and examples as well as non-examples.

Advanced Word Study (5 min.)

Review Root: *gram*

Write *telegram, grammar, diagram,* and *monogram* on the board. Read each word aloud. Ask a question using one of the words. (For example: **To whom would you send a *telegram*?**) Ask a volunteer to answer the question, using a complete sentence that includes the word *telegram*. Repeat the activity with the remaining words several times, so that every student has an opportunity to participate.

RETEACH Write these sentences on the board:

My mom decided to ____ my pajamas with my initials. (monogram)

We studied verbs during our ____ lesson today. (grammar)

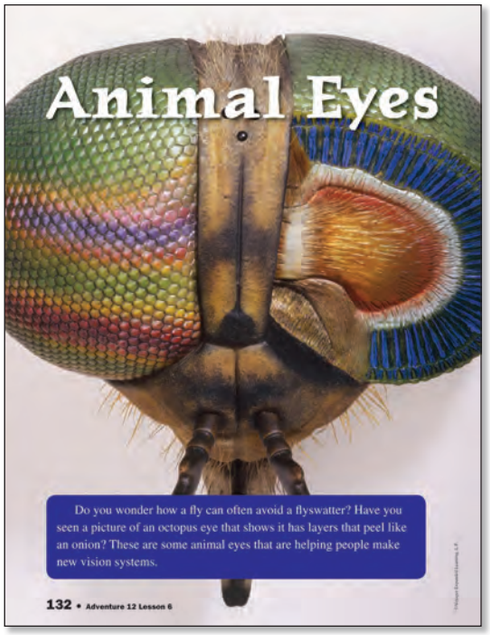
Uncle Dave sent my father a _____ to tell when his plane would arrive. (telegram)

The inventor drew a _____ to show how his new car would work. (diagram)

Read each sentence aloud. Then have students read the sentences chorally, filling in the blanks.

Read to Understand

25 min.



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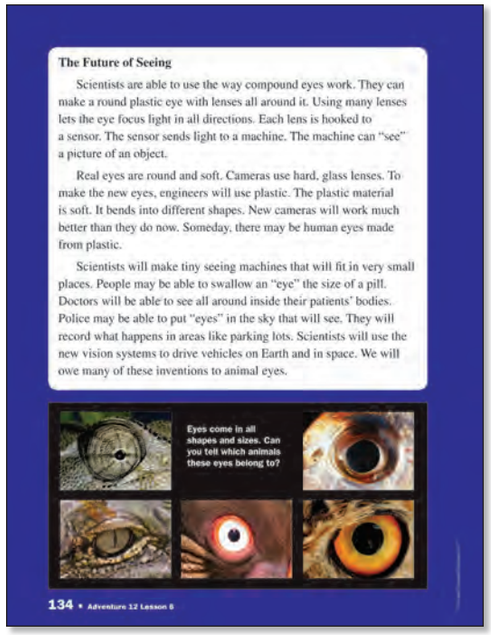
Animals with eyes like cameras focus their lenses in different ways. Some animals have muscles that **alter** the curve of the lens. Some animals have a place behind the lens that fills with liquid. The liquid moves the lens. The octopus eye peels layers back. This helps the octopus eye focus in different light.

The eyes of an octopus have many layers.



The Future of Seeing

Scientists are able to use the way compound eyes work. They can make a round plastic eye with lenses all around it. Using many lenses lets the eye focus light in all directions. Each lens is hooked to a sensor. The sensor sends light to a machine. The machine can "see" a picture of an object.

Real eyes are round and soft. Cameras use hard, glass lenses. To make the new eyes, engineers will use plastic. The plastic material is soft. It bends into different shapes. New cameras will work much better than they do now. Someday, there may be human eyes made from plastic.

Scientists will make tiny seeing machines that will fit in very small places. People may be able to swallow an "eye" the size of a pill. Doctors will be able to see all around inside their patients' bodies. Police may be able to put "eyes" in the sky that will see. They will record what happens in areas like parking lots. Scientists will use the new vision systems to drive vehicles on Earth and in space. We will owe many of these inventions to animal eyes.

Eyes come in all shapes and sizes. Can you tell which animals these eyes belong to?

134 • Adventure 12 Lesson 6

Before Reading (5 min.)

Activating Prior Knowledge

During our last lesson, we read a passage that might have been a bit different from what you expected. What was the passage about? (eyes)

What do you know about eyes? (Answers will vary.)

Different animals have different types of eyes. We have a round pupil. A cat has a vertical pupil, whereas a goat has a horizontal pupil. Some animals have no eyes because they don't need them where they live, such as deep in the ocean or caves. These creatures use other ways to get what they need.

What do you know about the different kinds of eyes and the animals that have them? (Answers will vary. You may wish to mention the eyes of animals that are active at night.)

Vocabulary Review

Direct students to page 132 in the Student Book. **Before we reread the passage, let's review the vocabulary words.** Write the list of words on the board. Have students write the words in their vocabulary logs.

Listen carefully before answering the following questions.

- **Is a wheel *curved* or straight?** (curved)
- **Does a police officer *direct* or ignore traffic when the lights quit working?** (direct)
- **Are there *various* types of rocks or only one type?** (various)
- **If you *alter* the length of your pants, are you changing them or leaving them the same?** (changing)
- **If a fly has *compound* eyes, does that mean they have one part or more than one part?** (more than one part)

Vocabulary

curved	a bent surface **The artist made a bowl with sides that *curved* outwards.**
directs	causes to go somewhere **The police officer *directs* traffic when the red light isn't working.**
compound	has two or more parts **The fly's *compound* eyes help it see just about everything.**
various	several different **There are *various* things that a person can do to help others.**
alter	change **She wants to *alter* the length of her coat sleeves.**

RETEACH Use Reteach Blackline Master page 70 to provide additional support or practice with the vocabulary. Students identify the word and its meaning, then use it in a sentence of their own making.

During Reading (15 min.)

Main Idea; Summarization

Have students read the passage with a partner. Remind students to use the CPR strategies to help them with words they may not know.

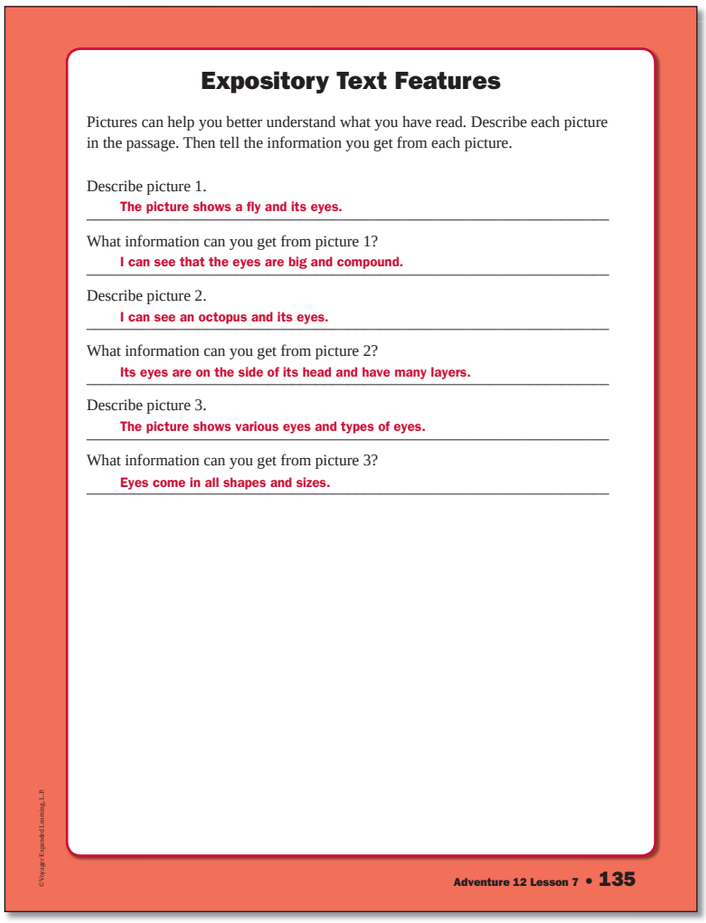
When we identify the main idea of a paragraph or section, what do we look for? (the most important *who* or *what* and the most important *information*)

Have students identify the main idea of each paragraph with a partner using the W–I–N strategy. Have them list the main ideas on paper and then have the students share their main ideas with another student pair or the class. You may wish to pair a stronger reader with one who is still having trouble reading and identifying the main idea of a paragraph.

Now that you have determined the main idea for the paragraphs in this passage, it's time to put them to use. Using your main ideas, work with the same partner (if available) **to create a summarization of this passage. When we summarize, we combine the main ideas together. Sometimes we have to add additional words and phrases so that the summary sounds correct and contains the most important information.**

Have students work together to summarize this passage. When they have finished, have them present their summaries to the class. While summaries will vary, they should include the most important information as well as the main idea.

FLUENCY Read the first section of this passage modeling the correct rate and inflection for an expository passage. Have students reread the section, practicing the fluency and reading rate that is appropriate for this type of passage.



Expository Text Features

Pictures can help you better understand what you have read. Describe each picture in the passage. Then tell the information you get from each picture.

Describe picture 1.
The picture shows a fly and its eyes.

What information can you get from picture 1?
I can see that the eyes are big and compound.

Describe picture 2.
I can see an octopus and its eyes.

What information can you get from picture 2?
Its eyes are on the side of its head and have many layers.

Describe picture 3.
The picture shows various eyes and types of eyes.

What information can you get from picture 3?
Eyes come in all shapes and sizes.

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After Reading (5 min.)

Expository Text Features

An expository passage has certain features, such as charts, diagrams, bulleted lists, and much more. This passage has some wonderful images. Images help us understand more clearly what we are reading. Often images may have a caption that explains something about the picture.

With a partner, take another look at the images in this passage.

Direct students to page 135 in the Student Book. Have students complete the page as a group, individually, or in pairs. Review their responses.

15 min.

Extra Practice

FLUENCY PRACTICE

Timed Reading

Materials: Fluency Books

Distribute the Fluency Books.

1. **Quickly read the story to yourself and make sure you know all the words.**
2. **Tell your partner to start the timer and call "time" after 1 minute.**
3. **Read carefully and stop when your partner calls "time." Mark the place where you stopped.**
4. **Count the number of words you read.**
5. **In the back of your Student Book, write the number of words you read and color in the squares on your Fluency Chart.**
6. **Switch roles with your partner.**

LISTENING AND SPEAKING

Materials: Fluency Books, Audio CD

Have students select a passage that they have read previously. They are to listen to the passage, read the passage, and then retell their passage to another student who read something different.

Word Works

5 min.

2-MINUTE WARM-UP

Soft *c* and *g*

Write the letters *c* and *g* on the board. **We know that the letter *c* can sometimes make the /s/ sound as in *mice* and the letter *g* can sometimes make the /j/ sound as in *page*. What sound can *c* make? What sound can *g* make?** (/s/ as in *mice*; /j/ as in *page*)

Write *peaceful, silence, distances, circles, huge, dangerous*, and *changes* on the board. Read the list of words with students. Then have students read the list of words quickly. Encourage students to circle the letters that make the soft *c* and soft *g* sound. You might wish to point out that *circles* has a hard and soft *c*.

TEACHER TIPS

Create a chart of the Fix-Up Strategies and post it in the classroom. Refer to it during lessons and encourage students to list the strategies on paper to use with reading materials they may encounter in other classes.

ENGLISH LANGUAGE LEARNERS

Use manipulatives (tokens, response cards) and actions (clapping, stomping, thumbs up/down) to actively engage English Language Learners in the lesson.

Advanced Word Study (5 min.)

Introduce Root: *graph*

Write *graph* on the board. **This word part is a root. A root can be changed by adding a prefix or suffix. Say the sound of this root.** (/graf/) Write the word *photograph* on the board. Underline the root *graph*. **What is the complete word?** (photograph) **A *photograph* is a picture.** Write this sentence on the board: *I took a photograph of the mountain.*

Write *graphic, phonograph, seismograph, telegraph*, and *autograph* on the board. Underline the root of the first word. **What is the root?** (graph) **What is the word?** (graphic) Use the word in a sentence: **The teacher wrote the main ideas of the passage in a *graphic* organizer.** Discuss the meaning of *graphic*. Continue this procedure with the other words.

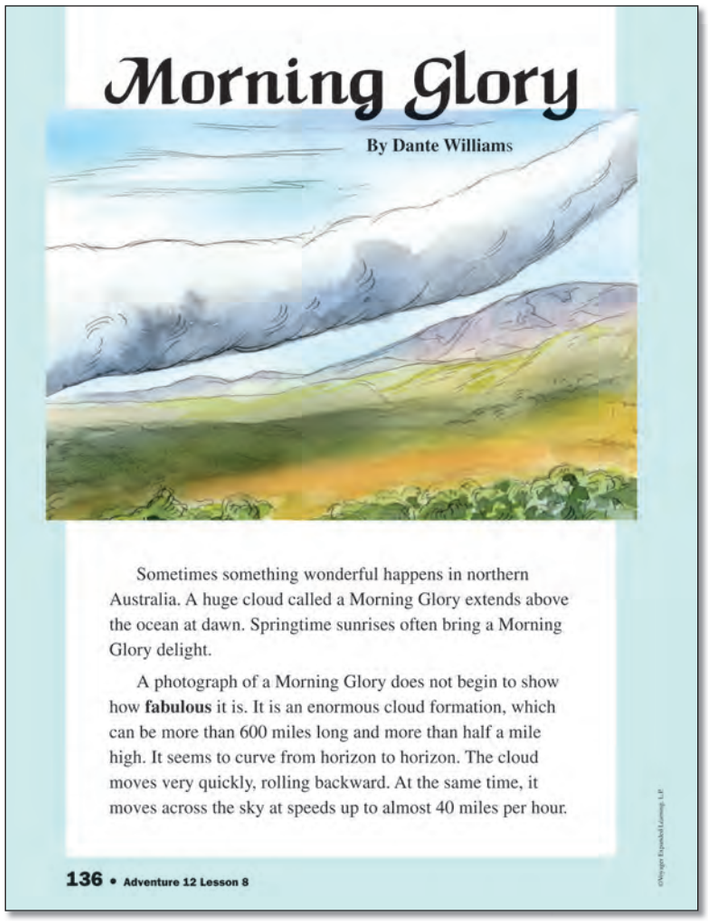
RETEACH Write the words on the board. Ask students to copy the list and underline the root in each word they wrote. Use each word in a sentence, having a student point on the board to the word you used. Present the words in sentences in a random order.

SOCIAL STUDIES CONNECTION

Locate Australia on a world map. Then point to the Gulf of Carpentaria on the map. Tell students that this is where Morning Glories form. Collect classroom and library materials about Australia and have students collect interesting facts and details about the country and the weather there.

Read to Understand

25 min.



Morning Glory

By Dante Williams

Sometimes something wonderful happens in northern Australia. A huge cloud called a Morning Glory extends above the ocean at dawn. Springtime sunrises often bring a Morning Glory delight.

A photograph of a Morning Glory does not begin to show how **fabulous** it is. It is an enormous cloud formation, which can be more than 600 miles long and more than half a mile high. It seems to curve from horizon to horizon. The cloud moves very quickly, rolling backward. At the same time, it moves across the sky at speeds up to almost 40 miles per hour.

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Before Reading (5 min.)

Previewing Text

Direct students to page 136 of the Student Book. **Before we read our new passage, what do we do first?** (preview it) **After we skim it, what do we do?** (We make a prediction of the passage.) **When we preview a passage, we can get clues from the headings, images, special words or phrases, and other items in the passage that help us make predictions. It is important that we preview first. Skim this passage and make a prediction about what you think it will be about.** Record predictions on the board.

As we read a new passage, what are some of the strategies that we can use to help us as we read? (We can use the CPR and Fix-Up Strategies.) **Fix-Up Strategies help us understand what we are reading. What are those strategies?** (stop, reread, look, think, check) If students have trouble remembering the strategies, list them on the board and refer to them before they read.

In this passage, we will read about an unusual cloud formation called a Morning Glory.

Have students read the title and the first paragraph of the passage.

What do you already know about clouds? (Answers will vary.) **What kind of information do you think you will learn from the passage?** (Answers will vary.)

Vocabulary Introduction

Before we read, we need to learn the vocabulary words for this passage. Write the list of vocabulary words on the board. Read the words to the students, pointing to each word as it is read. **Read the words with me.** Point to each word and say the word and its meaning. **Which word means "amazing"?** (fabulous) **Let's see how *amazing* is used in a sentence.** Read the sentence aloud to students. Repeat the process with the remaining vocabulary words.

Vocabulary

fabulous	amazing **The view from the mountaintop is just *fabulous*!**
threatening	dangerous looking **Some people think a bee looks *threatening*, but it isn't.**
soars	flies **An eagle *soars* high in the sky while looking for food.**
attempt	try **Everyone should *attempt* to do something new once in awhile.**

Riding the Cloud

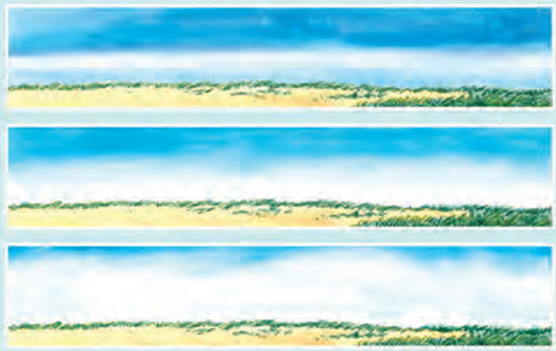
Morning Glory clouds look **threatening**. Although clouds are made of water drops, a Morning Glory rarely brings rain. The speed of the winds a Morning Glory makes can be dangerous for aircraft. A Morning Glory is great fun for adventurous people who like to glide.

A glider is an aircraft. Some can be ridden in like an airplane. Others are called hang gliders. Hang gliders are piloted by one person. The person hangs below the glider's wings. The pilot steers the hang glider. Hang gliders can have motors. The motors help them launch into the air and keep flying. However, the motors can be turned off. Then the pilot is free as a bird. The hang glider **soars** in peaceful silence. The pilot glides high above Earth.

Soaring through a Morning Glory gives a glider an exciting ride. Gliders come from around the world to ride a Morning Glory. They do it for fun and to set new records. Gliders **attempt** to glide the farthest and the fastest. Flights can last 3 to 4 hours. They can cover distances of more than 180 miles. Some updrafts have carried gliders almost 2 miles into the sky!

What Causes a Morning Glory?

Water, air, and temperature cause clouds and wind. The sun comes up and warms the land. Then air above the land also warms up. Warm air rises and makes the wind move up. As the air rises, it cools off and sinks. This up-and-down movement of air causes wind.



Air picks up water as it moves over the ocean. The water changes to water vapor as it cools. This forms a cloud. The warm air rises, and the cool air sinks. The cloud moves in a circle. The result is the rolling curved cloud called the Morning Glory.

Sometimes many Morning Glories move across the sky. One follows another and another. They are waves rolling over the sea and land like an ocean in the sky. Riding a Morning Glory is like surfing ocean waves, but the waves are in the sky.

RETEACH Write the vocabulary words on the board. Ask partners to work together. Have one student in each pair ask a question using a vocabulary word. Have the other student answer the question using the same vocabulary word. After all the words have been used, have students switch roles and begin again.

During Reading (15 min.)

Summarization

Before we read, there are a few words that you need to know to help you understand the passage. Write the words *Australia, aircraft, updraft,* and *temperature* on the board. Pronounce the words for students. Have students point to the words in the text. Remind students to look for these words as they read.

Have you heard or read these words before? (Answers will vary.) **Often we may have heard a word but have not read it in a passage.**

Explain that good readers check their understanding of a passage as they read it. Remind students to use the Fix-Up and CPR strategies as they read. Have students read the passage with a partner. Since it is an expository passage, have them read slowly and carefully, paying attention to the subheadings, facts, and details in the passage.

Sometimes, we want to tell others about a passage we have read. If the other person has not read it, we can summarize it and give the person the information without using the passage. By summarizing, we also show that we understand what we read. A good summary includes the main ideas of a passage.

Have students read the first two paragraphs chorally. Then, call on students to summarize the information in Paragraph 2. (A Morning Glory is an enormous cloud formation that moves very quickly, rolling backward.)

Have pairs of students read Paragraphs 3, 4, and 5.

Have them practice summarizing each paragraph for each other. Remind them that a summary should include the most important who or what, the most important information, and any important words or phrases so that the summary sounds correct.

FLUENCY Partner students. Have them take turns reading the paragraphs in the passage. Monitor each student pair, listening for fluency, reading rate, and recognition of sight words in the passage.

After Reading (5 min.)

Checking for Understanding

Ask the following questions:

- **What question could be answered by reading Paragraph 1?** *Comprehension* (Possible answer: Where do Morning Glories occur?)
- **What is the main idea of Paragraph 2?** *Comprehension* (A Morning Glory is an enormous cloud formation that rolls quickly backward across the sky.)
- **The author stated that a Morning Glory is *enormous*. What does this mean?** *Comprehension* (A Morning Glory is very large.)
- **What is one detail that supports the main idea that a Morning Glory can be dangerous to aircraft?** *Comprehension* (A Morning Glory has very fast winds.)
- **The author stated that gliders *attempt* to glide the farthest and the fastest. What does this mean?** *Comprehension* (Gliders try to glide the farthest and fastest.)
- **Why do you think the author wrote this passage?** *Analysis* (to inform people about Morning Glories)

15 min.

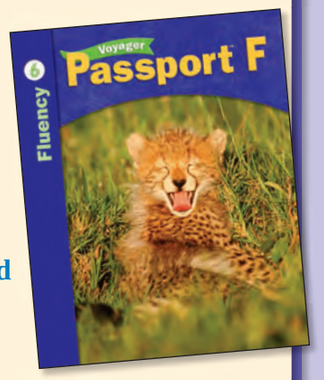
Extra Practice

FLUENCY PRACTICE

3 Read

Materials: Fluency Books

Distribute the Fluency Books.



1. **Meet with your partner and take turns reading the story out loud.**
2. **Then read the story by yourself.**
3. **Read the story to your partner again. Try to read the story even better.**
4. **Take turns asking your partner two questions about the story and allow your partner to answer. Then tell each other about the story you read.**

WRITING IN RESPONSE TO READING

Creative Writing

Collect classroom and library materials about Australia and gliders. Have students look through the materials and gather interesting facts and details about Australia that they could use in a story. Have them write a first draft of an adventure story in which they ride a Morning Glory on a hang glider. Remind students that good writers use correct facts and details when they write a story.

Word Works

5 min.

2-MINUTE WARM-UP

Spelling

Materials: write-on boards

You will spell words that you can read. Say the word *fly*. (fly) **Say the sounds you hear in *fly*.** (/f/ /l/ /ī/) **Use the sounds you hear to write *fly*.** Pause while students write the word on their write-on boards.

Check the word together. **Read the word.** Pause. **Say the sounds you wrote.** Pause. **Now say the letters you wrote.**

Write the word on the board. **Does your word look like mine?** Have students correct the word if it is misspelled.

Now read the word again. Repeat with *quickly, person, warm, bring, cause, sky,* and *result*.

TEACHER TIPS

Display pictures or charts in the classroom relating to the passage text. The visuals will add to the students' understanding as they read the text.

Advanced Word Study (5 min.)

Review Root: *graph*

Write the word *photograph* on the board. Use the word in a sentence: **I would like to *photograph* a . . .** Ask several volunteers to repeat the sentence and provide an ending for it. (Possible response: **I would like to *photograph* a tornado. I would like to *photograph* the moon.**) Repeat the process with phonograph (I would like to listen to . . . on the *phonograph*.) and autograph (I would like to get . . . *autograph*.).

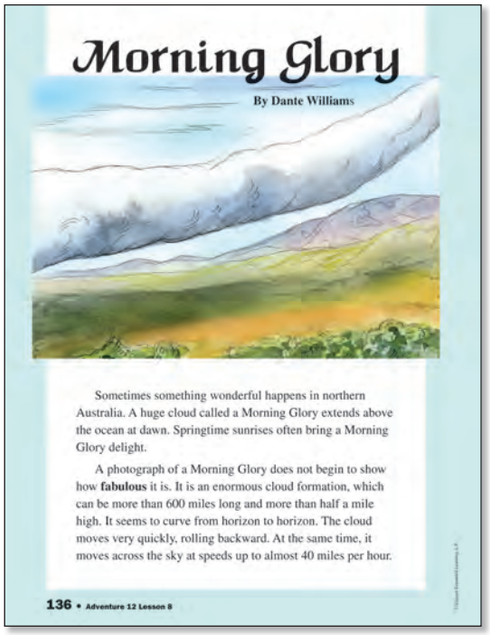
RETEACH Write the word *photograph* on the board. Discuss its meaning. Ask students to use the word in a sentence. Follow the same procedure for other *graph* words.

ELL ENGLISH LANGUAGE LEARNERS

Teach sight words in meaningful contexts. Many irregular words do not evoke a meaning on their own (e.g., one, of, said, there), making it more difficult for English Language Learners to remember them. Teach the word in a meaningful context by surrounding it with other words that are easily understood and evoke a mental imagine. Example: *My Mom said I could have an extra cookie.*

Read to Understand

25 min.



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Riding the Cloud

Morning Glory clouds look **threatening**. Although clouds are made of water drops, a Morning Glory rarely brings rain. The speed of the winds a Morning Glory makes can be dangerous for aircraft. A Morning Glory is great fun for adventurous people who like to glide.

A glider is an aircraft. Some can be ridden in like an airplane. Others are called hang gliders. Hang gliders are piloted by one person. The person hangs below the glider's wings. The pilot steers the hang glider. Hang gliders can have motors. The motors help them launch into the air and keep flying. However, the motors can be turned off. Then the pilot is free as a bird. The hang glider **soars** in peaceful silence. The pilot glides high above Earth.

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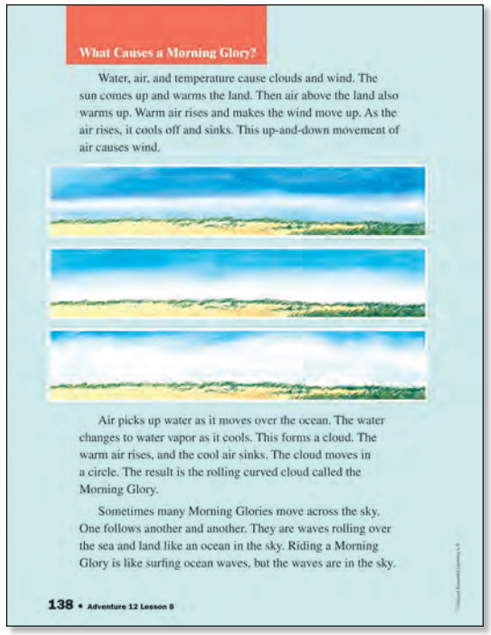

What Causes a Morning Glory?

Water, air, and temperature cause clouds and wind. The sun comes up and warms the land. Then air above the land also warms up. Warm air rises and makes the wind move up. As the air rises, it cools off and sinks. This up-and-down movement of air causes wind.

Air picks up water as it moves over the ocean. The water changes to water vapor as it cools. This forms a cloud. The warm air rises, and the cool air sinks. The cloud moves in a circle. The result is the rolling curved cloud called the Morning Glory.

Sometimes many Morning Glories move across the sky. One follows another and another. They are waves rolling over the sea and land like an ocean in the sky. Riding a Morning Glory is like surfing ocean waves, but the waves are in the sky.

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Before Reading (10 min.)

Generating Questions

Direct students to page 136 of the Student Book. Explain to students that before they read they should ask questions to see what information they can gather about the topic. Model how to ask these questions.

What can I learn about this passage by reading the title? (topic: Morning Glory)

What can I learn from the pictures? (what a Morning Glory looks like; how a hang glider rides a Morning Glory; how a Morning Glory is formed)

Vocabulary Review

Before we reread the passage, let's review the vocabulary words. Write the list of words on the board. Have students write the words in their vocabulary logs. Write the words from the box on strips of paper. Have students pick a strip out of a box or bag. Then ask them to use the word on the strip in a sentence. Be sure everyone has a turn.

Direct students to page 139 in the Student Book. Have students complete the page as a group, individually, or in pairs. Then encourage students to share their answers with the class. Review their responses.

RETEACH Have each student choose a word. They read the word, read the definition of the word, and use it in a new sentence. Continue until all students have had a chance to use at least two of the words.

Vocabulary

fabulous	amazing **Some people would say that the Morning Glory is *fabulous*.**
threatening	dangerous looking **While some people think the Morning Glory looks *threatening*, it really isn't.**
soars	flies **A glider *soars* along the Morning Glory, enjoying a wonderful ride.**
attempt	try **If you visit Australia, you should *attempt* to see a Morning Glory.**

During Reading (10 min.)

Self-Monitoring: Rereading and Clarifying Ideas

Have students read the passage independently or with a partner. Remind students that good readers check their understanding of a passage as they read it. When students have finished, have them turn to the first page of the passage.

How would you check to be sure you understood what you have just read? (rereading, self-correcting, summarizing, questioning whether the text makes sense, searching for cues)

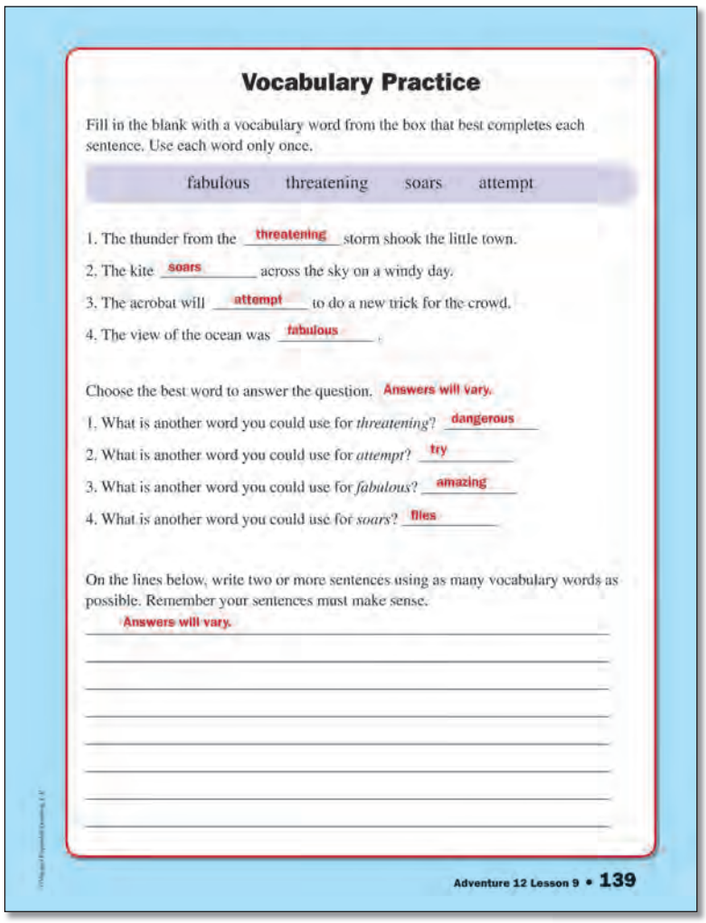
Read the first two paragraphs aloud. Invite students to ask questions to check their understanding. (Possible question: What are these paragraphs about?) Have students reread the second paragraph chorally. Ask them to summarize that paragraph. (A Morning Glory is an enormous cloud formation that moves very quickly, rolling backward.)

Have students read the rest of the passage chorally. Stop after each paragraph and have students use one of the Fix-Up Strategies to check for understanding.

Have students select a word that is new to them or that they find interesting and add it to their vocabulary logs.

RETEACH Use the Reteach Blackline Master page 71 to provide additional support or practice with the Fix-Up Strategy of generating questions.

FLUENCY Explain to students that reading should sound like you are speaking. Read a paragraph modeling rate and accuracy.



Vocabulary Practice

Fill in the blank with a vocabulary word from the box that best completes each sentence. Use each word only once.

fabulous threatening soars attempt

1. The thunder from the threatening storm shook the little town.
2. The kite soars across the sky on a windy day.
3. The acrobat will attempt to do a new trick for the crowd.
4. The view of the ocean was fabulous.

Choose the best word to answer the question. Answers will vary.

1. What is another word you could use for *threatening*? dangerous
2. What is another word you could use for *attempt*? try
3. What is another word you could use for *fabulous*? amazing
4. What is another word you could use for *soars*? flies

On the lines below, write two or more sentences using as many vocabulary words as possible. Remember your sentences must make sense.

Answers will vary.

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After Reading (5 min.)

Checking for Understanding

A Morning Glory sounds as if it is a wonderful thing to see. Let's see what facts and details you remember and found interesting. You may refer to the passage for answers if you wish.

- **How do the clouds move?** *Comprehension* (quickly and backwards)
- **Why do some people like Morning Glories?** *Analysis* (They are unusual; they can be fun for people who ride in gliders.)
- **What causes a Morning Glory?** *Comprehension* (water, air, and temperature)
- **The author says that Morning Glories are like the waves on the ocean. What do you think the author meant by that?** *Analysis* (Both the ocean waves and the Morning Glories move and come one after the other.)

15 min.

Extra Practice

FLUENCY PRACTICE

Read with Expression

Materials: Fluency Books

Explain to students that good readers use expression when reading. Model reading a sentence using good expression. Have partners reread a passage in the Fluency Books to each other using good expression so that their reading sounds like natural speech.

WRITING IN RESPONSE TO READING

Creative Writing

Students complete their story about Australia from the last lesson, correcting and making changes to their first draft. Encourage students to include illustrations, maps, charts, and other information in their story. Remind them that since this is a narrative, they need a character, setting, and a plot or sequence of events.

Adventure Checkpoint

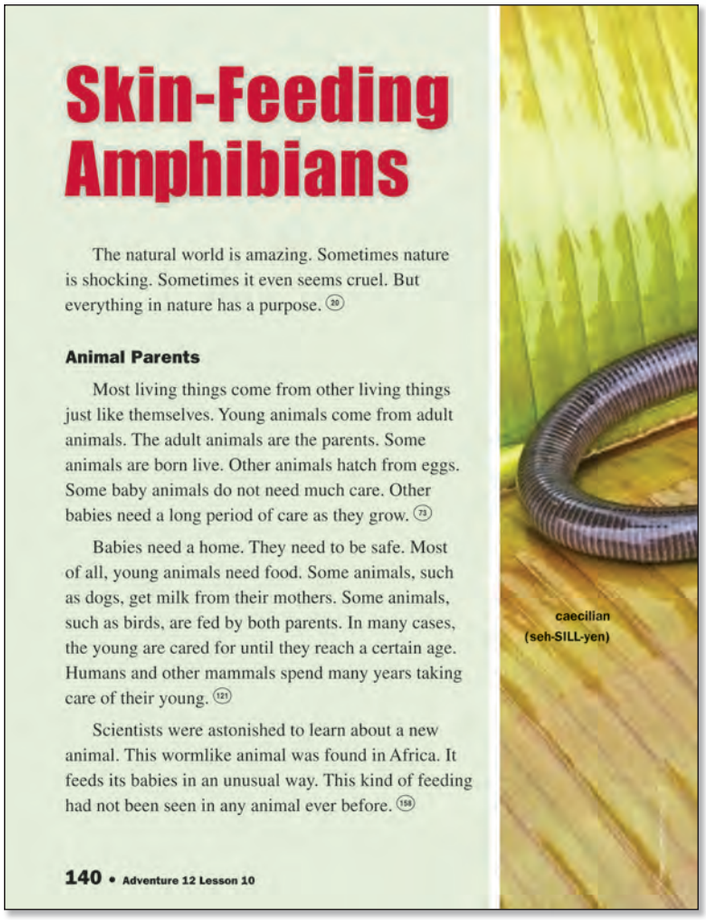
30 min.

PROGRESS MONITORING

Progress Monitoring measures are additional Vital Indicators of Progress (VIP) probes used to monitor progress on the key indicators as measured by Reading Connected Text (RCT). These quick probes can be administered on a biweekly basis for struggling students or monthly for emerging students. Refer to the Assessment Teacher's Guide for appropriate measures for targeted skills. Administer these at the end of each Adventure for struggling students and on a monthly (every other Adventure) basis for emerging students. Instructions for administration, scoring, and recording are located in the Assessment Teacher's Guide and Student Assessment Books.

These VIP measures provide data points to evaluate the response to instruction and intervention, thereby providing additional information to track student progress along the desired trajectory. If three data points fall consecutively below the trajectory, instructional adjustments should be made to elicit a faster rate of progress. Adjustments range from Reteach opportunities, Extra Practice, Adventure Centers, grouping, extended time, and changes to the instructional level.

Consider Reteach activities and additional practice for students who are struggling by focusing on phonics skills for reinforcing basic, then advanced decoding strategies; building automaticity with sight words; and building fluency with repeated reading for students with low RCT scores.



Skin-Feeding Amphibians

The natural world is amazing. Sometimes nature is shocking. Sometimes it even seems cruel. But everything in nature has a purpose. 20

Animal Parents

Most living things come from other living things just like themselves. Young animals come from adult animals. The adult animals are the parents. Some animals are born live. Other animals hatch from eggs. Some baby animals do not need much care. Other babies need a long period of care as they grow. 73

Babies need a home. They need to be safe. Most of all, young animals need food. Some animals, such as dogs, get milk from their mothers. Some animals, such as birds, are fed by both parents. In many cases, the young are cared for until they reach a certain age. Humans and other mammals spend many years taking care of their young. 121

Scientists were astonished to learn about a new animal. This wormlike animal was found in Africa. It feeds its babies in an unusual way. This kind of feeding had not been seen in any animal ever before. 158

caecilian (seh-SILL-yen)

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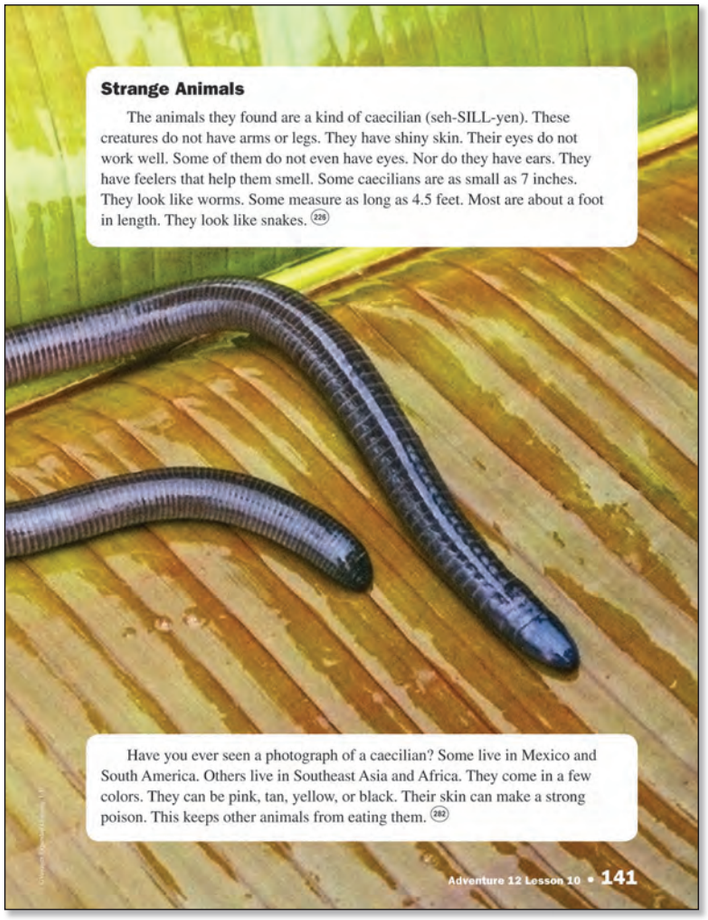
Before Reading (5 min.)

Preview

Direct students to page 140 in the Student Book. Remind students to preview the passage before reading. Instruct them to skim the text for subheadings and any special words or phrases and use this information to think of what they might read in the text.



Strange Animals

The animals they found are a kind of caecilian (seh-SILL-yen). These creatures do not have arms or legs. They have shiny skin. Their eyes do not work well. Some of them do not even have eyes. Nor do they have ears. They have feelers that help them smell. Some caecilians are as small as 7 inches. They look like worms. Some measure as long as 4.5 feet. Most are about a foot in length. They look like snakes. 229

Have you ever seen a photograph of a caecilian? Some live in Mexico and South America. Others live in Southeast Asia and Africa. They come in a few colors. They can be pink, tan, yellow, or black. Their skin can make a strong poison. This keeps other animals from eating them. 282

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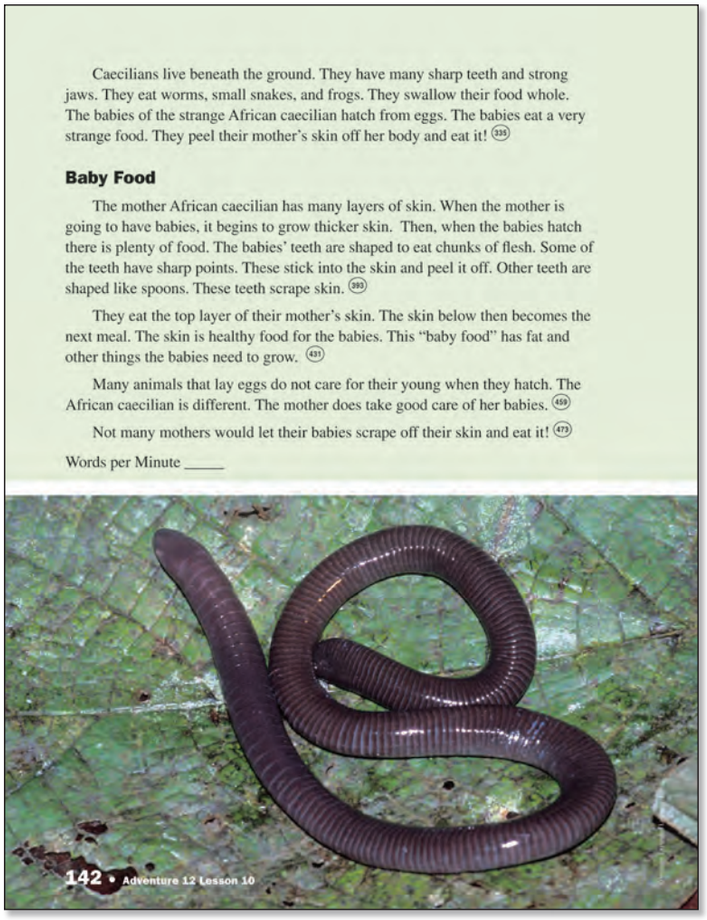
Read aloud the test-taking tip and instructions for the assessment. Make sure that students understand the instructions. Remind students that they will complete the assessment independently.

Test-Taking Tip

Read the questions before reading the passage. Keep the questions in mind as you read. Underline information in the passage that might help you answer the questions when you are done reading.



Caecilians live beneath the ground. They have many sharp teeth and strong jaws. They eat worms, small snakes, and frogs. They swallow their food whole. The babies of the strange African caecilian hatch from eggs. The babies eat a very strange food. They peel their mother's skin off her body and eat it! 335

Baby Food

The mother African caecilian has many layers of skin. When the mother is going to have babies, it begins to grow thicker skin. Then, when the babies hatch there is plenty of food. The babies' teeth are shaped to eat chunks of flesh. Some of the teeth have sharp points. These stick into the skin and peel it off. Other teeth are shaped like spoons. These teeth scrape skin. 393

They eat the top layer of their mother's skin. The skin below then becomes the next meal. The skin is healthy food for the babies. This "baby food" has fat and other things the babies need to grow. 431

Many animals that lay eggs do not care for their young when they hatch. The African caecilian is different. The mother does take good care of her babies. 459

Not many mothers would let their babies scrape off their skin and eat it! 473

Words per Minute _____

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During Reading (10 min.)

Have students read the passage silently.

30 min.

Adventure Checkpoint

Comprehension Assessment

Read "Skin-Feeding Amphibians" to answer the following questions. Circle the letter of the best answer.

Summarization

1. Which of these is the best summary of P aragraph 5?
   A. Caecilians that look like worms are about 7 inches long. Some caecilians grow to be about 4.5 feet long. Most caecilians are about a foot long. They look like snakes.
   B. Caecilians that have eyes do not see very well. Some of these animals do not have eyes at all. Caecilians do not have ears. However, they do have feelers that help them smell.
   C. Caecilians are creatures that do not have arms, legs, or ears. Some are only about 7 inches long, and they look like worms. Others grow to be 1 to 4.5 feet long. These look like snakes.
   D. Caecilians are animals that can be small like worms or large like snakes. They use feelers to smell and have shiny skin, but they do not have arms, legs, or ears. Only some have eyes.

Main Idea

2. What is the main idea of the section "Baby Food"?
   A. African caecilian babies eat their mother's skin.
   B. African caecilian babies have sharp pointed teeth.
   C. African caecilian mothers have many layers of skin.
   D. African caecilian mothers take good care of their babies.

Author's Purpose

3. What is the author's purpose for writing this passage?
   A. to entertain readers with a good story
   B. to inform readers about an interesting and unusual creature
   C. to create a narrative passage about an unusual creature
   D. to predict the future of these unusual creatures

Main Idea

4. What is the unstated main idea of the second paragraph on the second page of this passage?
   A. There are many types of caecilians.
   B. There are only a few types of caecilians.
   C. Caecilians are rare and an endangered species.
   D. Caecilians are only found in two countries.

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Vocabulary Assessment

1. Which word means the same as *below*?
   A. hatch
   B. cruel
   C. underneath
   D. astonished
2. Which word means to make a terrible mistake?
   A. mysterious
   B. blunder
   C. dangerous
   D. extends
3. Which word means "to change"?
   A. mysterious
   B. soar
   C. secure
   D. alter
4. Which word means the opposite of *safe*?
   A. secure
   B. unharmed
   C. dangerous
   D. harmless

Read the words in the box. Then, rewrite the sentences, replacing the underlined phrase or word with the correct word from the box.

mysterious	attempt	fabulous	alter

5. The students decided they need to <u>try</u> to do their best on the test.
   The students decided they need to attempt to do their best on the test.
6. She saw no sense in trying <u>to change</u> the length of the pants since they were too small.
   She saw no sense in trying to alter the length of the pants since they were too small.
7. The mirage was so <u>difficult to explain</u> that he could not tell her what it looked like.
   The mirage was so mysterious that he could not tell her what it looked like.
8. The sight of a Morning Glory is <u>amazing</u>.
   The sight of a Morning Glory is fabulous.

In Response

In your own words, use the facts and details in this passage to write an informative paragraph about the caecilian on a separate sheet of paper.

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After Reading (10 min.)

Have students complete the Comprehension Assessment and Vocabulary Assessment related to the passage on Student Book pages 143 and 144.

FLUENCY Have students reread the passage or do a 1-minute timed reading if time permits. Instruct students to use the word count at the end of each paragraph and record their wpm at the end of the passage.

Adventure Wrap-Up (2 min.)

Spend 1 or 2 minutes talking with students about the Adventure topic *Did You Know?* Ask students to describe some new things they learned in the readings. Ask them which reading passage was their favorite and why.

Have students turn to their Adventure Checkpoint Map to track their own progress. Allow students who participated in the Adventure and are moving toward proficiency in reading to stamp their Adventure Checkpoint Map with the *Voyager Passport* stamp. Celebrate the completion of an Adventure. Students can earn additional stamps if their fluency rate has increased by two or more words since the last measurement.

Home Connection (3 min.)

Distribute Home Connection Blackline Master page 72 and briefly review the skills students have learned in the Adventure (base words: gram, graph). Have students reread the passage or excerpt on the page. Encourage students to reread the passage to family members and friends at home.

ELL ENGLISH LANGUAGE LEARNERS

When English Language Learners do not understand English, and therefore do not understand what the teacher is saying, they often feel anxious. One way to reduce anxiety is by consistently using the same prompts and cues. If you are consistent in the use of prompts and cues, English Language Learners soon begin to understand what behavior is expected of them and feel less uncertain. (For example: **Pencils down, eyes on me.**) Say this whenever you are going to introduce a new word or concept. English Language Learners benefit from watching the teacher as a model, since they cannot rely on spoken words.

RETEACH

For students who answered fewer than half of the questions correctly, use one or more of the following suggestions for reteach opportunities. Note that reteaching is best accomplished with a different instructional strategy from the original presentation and with extended opportunities to respond successfully.

- Discuss the correct answers to each question and refer students to the passage as needed.
- Clarify any confusing vocabulary words that might have led to the incorrect response.
- Use the Reteach Blackline Masters for Lessons 1–9 to provide additional opportunities to practice key skills.
- Reteach specific lesson components with no more than three students to increase opportunities to respond and provide immediate feedback.

INDEPENDENT PRACTICE

For students who answered more than half of the questions correctly, have them complete one of the following suggestions for independent practice:

- A Fluency Timed Reading on the Lesson 10 passage to monitor their fluency progress
- One or more of the Adventure Centers located at the end of each Adventure
- Rereading previously read stories and retelling the passage to each other

Adventure Centers

Adventure Centers provide additional opportunities for students to review and extend learned skills. The activities may be completed as a small group, with partners, or individually. Review the activities, selecting one that would benefit your students at this time.

FLUENCY

Timed Reading

Read grade-level text.

1. **Choose a passage from a previous Adventure.**
2. **Ask your partner to start the timer when you begin to read. Your partner will call "time" after 1 minute.**
3. **Mark the place where you stopped reading.**
4. **Count the number of words you read and write it on your Fluency Chart in the back of your Student Book.**
5. **Switch roles with your partner and repeat.**

WORD STUDY

Syllable Mix

Combine word syllables to form multisyllabic words.

1. **Select five multisyllabic words from your vocabulary log and write them on small pieces of paper. Cut the words into syllables.**
2. **Mix the syllables together and exchange them with your partner.**
3. **Match your partner's syllables to make the original multisyllabic words.**
4. **Ask your partner to check your work for accuracy.**

VOCABULARY

What's Different?

Use knowledge of antonyms to determine word meanings.

Materials: write-on boards

1. **Select two or more words from your vocabulary log.**
2. **Write one vocabulary word on your write-on board.**
3. **Then write beside it as many antonyms of the word as you can.**
4. **Check your words with your partner.**
5. **Repeat the steps with the remaining words.**

The Voyager online reading program provides additional opportunities for your students to build fluency, vocabulary, and comprehension skills independently. Use classroom computers to set up a Technology Adventure Center for your students.

LISTENING AND SPEAKING

What's the Big Idea?

Listen and speak to gain and share information.

1. Review the W–I–N strategy.
2. **Choose a passage from a previous Adventure.**
3. **Read it aloud to your partner.**
4. **Using the W–I–N strategy, listening partners say what the passage was mostly about.**
5. **Switch roles and repeat.**

WRITING

Buy This Book!

Write about the essential theme and important details in a grade-level text.

1. **Choose a passage from a previous Adventure and reread it as if it were a book published by a company you work for.**
2. **Then assume the role of a publishing copywriter and create "back cover copy" designed to sell your book to an audience.**
3. **Identify the essential theme and important details as you write to persuade others to buy your book.**
4. **Use descriptive words and emotional appeal.**

SCIENCE CONNECTION

You've Got to Be Kidding!

Research and locate interesting information about natural phenomenon.

Materials: library resources

1. Review expository text features with students explaining that they can use these featues to help them in their research.
2. **With a partner, look through these materials and find an interesting natural event that you may not know about. The event could be weather, an animal, or Earth.**
3. **Take notes about the event and prepare a presentation for the class. You may wish to make a poster or brochure.**
4. **Present your information to the class. Be sure to display the books that you used to find your information.**

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